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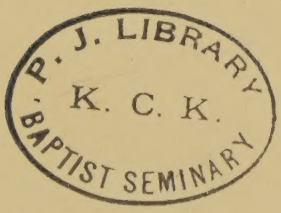
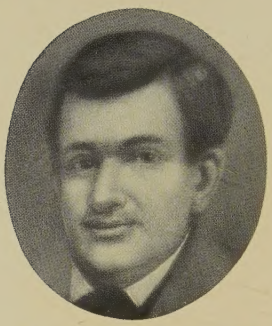


ROCHESTER

The Making of a University



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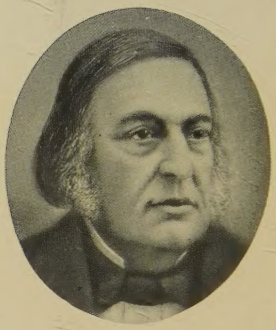

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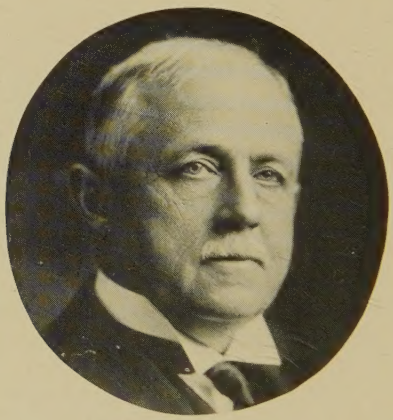

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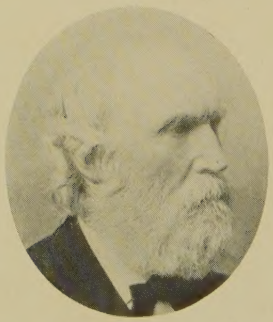

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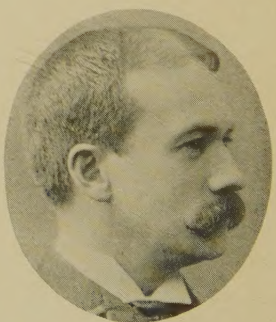

DAVID JAYNE HILL
President 1890–96

ROCHESTER

The Making of a University

By

JESSE LEONARD ROSENBERGER

Author of *Through Three Centuries*, *The Pennsylvania Germans*, *Rochester and Colgate*, etc.

With an Introduction by

PRESIDENT RUSH RHEES

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THE UNIVERSITY OF ROCHESTER
ROCHESTER, NEW YORK

1927

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PREFACE

THIS history of the University of Rochester at Rochester, New York, has been prepared primarily for those who are in one way or another interested in the university and who wish to know somewhat in detail concerning its peculiar origin; the sound, liberal principles on which it was founded and has been conducted; and its development physically and educationally through the first seventy-seven years of its existence. Other persons for whom the volume may have a value are historians and students of higher educational history in America. The index will make the contents readily available for reference purposes. The account given of the origin of the university is supplemental to, rather than a duplication of, that in *Rochester and Colgate: Historical Backgrounds of the Two Universities*, which was published in 1925.

JESSE LEONARD ROSENBERGER

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INTRODUCTION

ALL living institutions are growths. Good seed in good ground develops sturdy fruit. This book, with its author's earlier study, *Rochester and Colgate*, brings together the results of a painstaking examination of the archives of the University of Rochester and of contemporary records of important events in its history. In this the author has rendered a valuable and most generous service to his alma mater; for a knowledge of an institution's origins and of its past is of importance for the reason that only in such knowledge can the present be rightly understood or the future intelligently contemplated.

Two influences shared in the work of founding the university: a desire on the part of residents of the increasingly important region of Rochester and the Genesee Valley for the development in that region of an institution for broad and liberal education, a desire which took definite though ephemeral form in the charter granted in 1846 to residents of that region by the legislature of the state of New York for a university to be located at Rochester; and the desire developed at about the same time among many leading members of the Baptist denomination in the state for an institution of broad and liberal education, to be located in some growing city in the central or western portion of the state, which would furnish good soil for the growth and good promise for the support of such an institution. These two desires, joined together,

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resulted in the establishment of the University of Rochester in 1850. By its charter the government of the new institution was placed in the hands of a self-perpetuating board of trustees, which represented both of the influences which led to the founding of the university.

During the first forty years of the life of the university, while citizens of Rochester contributed, and sometimes very generously, to the support of the institution, its chief reliance for needed funds was upon the interest and liberality of Baptists throughout the state. Among these special mention may fairly be made of John B. Trevor, of New York, who was president of the board of trustees from 1872 to 1885, and who, at the time of his death in 1890, was by far the largest contributor to its support. With him were associated many friends of the university, both in Rochester and in other parts of the state, without whose generous and repeated assistance the life of the institution during this first period would have been impossible.

During the succeeding years the needs of the growing university have been supplied for the most part by contributions from its alumni and in increasing measure from citizens of Rochester who, following the earlier example of Hiram Sibley and Mortimer F. Reynolds, thus took up the purpose of their predecessors of 1850, who at that time and for long thereafter found the financial problems too difficult for solution by them. In the contributions of these later years Baptists have shared with citizens of other religious views, but with less and less emphasis on the denominational appeal. And with this development has

come naturally the predominance in the board of trustees of alumni of the institution, who thus give to its affairs the interest of sons, and of citizens of Rochester, who thus represent the care of the city for the institution in the founding of which their predecessors had so important a part.

This book tells concisely the story of the three administrations which, with four years of acting presidents, cover the time since the university was fairly started on its career. It is worth while for all who are interested in Rochester to make this story familiar to their thinking about the university—the great work of President Anderson; the highly important developments under the guiding hand of President Hill; the extraordinary strengthening and wise guidance of the university under the acting presidencies of Professor Lattimore and Professor Burton; and the gratifying harvest from the good sowing of earlier administrations during the years since 1900, culminating in the expansion in the scope of the work of the university and increase in its resources which has come since 1919, largely through the amazing gifts of George Eastman expressive of his confidence in the future of the university in his beloved city, strongly supplemented by the General Education Board founded by John D. Rockefeller, of New York, and by the liberal gifts of thousands of alumni and citizens of Rochester and its vicinity. It is only just to note that that good harvest has furnished the complete justification of the confidence of the founders that Rochester would offer good soil in which to plant an institution whose growth would depend on good seed in good ground.

The university cherishes the record of its past and

honors all of the men who wrought so well to make its foundation strong and its purpose high. And it is a source of greatest satisfaction to find that good work well done, broad purposes cherished through years when prospects were gloomy, and conservative limitation of educational undertaking to a scope justified by educational resources, have been rewarded by an ever increasing realization of the ideals of service set forth in the first program of instruction for the collegiate department of the University of Rochester, adopted by the trustees of the new institution before its doors were opened in 1850.

RUSH RHEES

August, 1927

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CHAPTER I

ORIGIN AND SCOPE

THE origin of the University of Rochester, located at Rochester, New York, is not only a subject of interest in itself but is a subject which must be taken into consideration for the best understanding of the broad and liberal, as well as sound and well-developed, character which was given to the institution at its inception. The antecedents of the university were to it very much like what heredity is to a person.

Although the University of Rochester was very largely an evolutional product, its founding, in the way in which it was achieved, was not easy to effect. On the contrary, it was accomplished with much difficulty and at great personal sacrifice on the part of a considerable number of residents of Rochester and of some of other cities and of various villages and rural districts. Still, taking everything into account, it would seem as if the founding of the university, under the auspices under which it was founded, could have been brought about in no other manner than it was.

Along with the general settlement and development of Western New York during the first half of the nineteenth century, there arose a widespread desire of considerable strength to have an institution of

higher learning established within that large and important portion of the state. Nowhere was that more true than in the rapidly growing city of Rochester, leading citizens of which believed that their city was, for a number of reasons, the best site for the institution for which demand was constantly and persistently increasing. This was particularly the case with prominent members of various religious denominations. In fact it led certain Presbyterians of Rochester and adjacent territory, in conjunction with some influential men of other denominations, to make a strenuous attempt in 1846–47 to found a university in Rochester. On May 8, 1846, they obtained from the state legislature a conditional charter for an institution to be known as "The University of Rochester," though often called the "University of Western New York." They failed, however, in their efforts to raise the needed endowment, and allowed the charter to lapse, three years from its date, for the non-fulfilment of the conditions imposed in it.

It was an entirely different movement, in no way to be confused with that one, but one conducted by the Baptists, which succeeded, in 1850, in founding a university in Rochester—the University of Rochester. The Baptists in and around Rochester were comparatively strong in numbers, and included not a few men of ability. Naturally some of them had wanted to see a good college, or what was then very commonly known as a "university," established in Rochester, especially one in which the Baptists might have a controlling voice in shaping and conducting it so that it might, in a broadly Christian spirit, render service of the highest order to all who should wish to avail them-

selves of the instruction given in it, as also for the special benefit and to the credit of the Baptist denomination. An evidence that this desire was one of long continuance is furnished in the *Minutes of the Monroe Baptist Association, Held in Wheatland, October 2–3, 1850,* in a "Circular Letter" addressed to the churches represented. The letter said:

"From among the many interesting features in our present condition on which we might dwell, we wish to select, as worthy of particular attention, the prospect of having within our own bounds an institution of learning that promises to fill the vacancy in Western New York, which for twenty years has engaged the attention of several of our number. We congratulate you on the anticipated opening of the University of Rochester."

One reason why the Baptists of Rochester and its vicinity did not take action earlier than they did toward founding this university was largely owing to the fact that their denomination had at Hamilton, Madison County, New York, the Hamilton Literary and Theological Institution, which, in 1846–47, became Madison (now Colgate) University. It was generally felt among the Baptists, including those of Rochester, that the denomination could not sustain more than one collegiate institution in the state, which tended to discourage them from doing anything to establish another, although many of them believed that there ought to be a college or university in Rochester, and that the Baptists ought to provide it. Then, suddenly, in August, 1847, an event occurred which, most unexpectedly, eventually led to a change of the whole situation in the denomination.

That month the board of trustees of Madison University and the board of the Baptist Education Society of the State of New York held their annual meetings at Hamilton. The latter board controlled the appointment of professors in the theological department of the university. Dr. John S. Maginnis, who for nine years had been the professor of biblical theology, was not reappointed when, on "Aug. 19th, The Ed. Board ballot [ed] for the theological officers . . . . Dr. [William R.] Williams nominated for chair of theology." That caused so much indignation among the friends of Dr. Maginnis that the two boards were specially reconvened on September 1 and the action taken on August 19 was reconsidered and rescinded. But notwithstanding that rescission that action of August 19 has by many been deemed to have given rise to the suggestion which followed it, and which was said to have been carried from Hamilton to Rochester, that in several ways it would be to the material advantage of Madison University to be removed to Rochester.[1]

Yet back of the August episode, and apparently furnishing an explanation of it, there is still another story, which was related in "The History" which Dr. William N. Clarke, who was at one time the pastor of the First Baptist Church of Hamilton, and afterward a professor in the theological department of the university, read at the centennial celebration in 1896 of

[1] *The First Half Century of Madison University* (New York: Sheldon & Co., 1872), pp. 58–59, 392; Jesse Leonard Rosenberger, *Rochester and Colgate; Historical Backgrounds of the Two Universities* (Chicago: The University of Chicago Press, 1925), pp. 87 ff.

that church.[2] He said, in substance, that there had been one severe internal trouble of the church so connected with other interests that a historian might not pass it by. At the time referred to, Elder Jacob Knapp lived in Hamilton and was a member of the First Baptist Church. He was an evangelist of great popular power, one of a new class, who, in proclaiming a free gospel, departed from the old and accepted Calvinistic type of doctrine and taught what many, including some in Hamilton, considered untrue and dangerous. Reports were circulated which reflected on his personal integrity. He demanded of the church an investigation. Through most of the year 1844 the controversy went on, final action of the church being reached in December, declaring "that there was nothing that ought to interrupt his connection with the church or interfere with his labors as a minister." One of the results of this was that "out of the defeat in the controversy there came the desire, in some of the minds engaged in it, to remove the entire educational interest to some other place. Rochester was the place decided upon, and a strong endeavor for removal followed."

Another account of the affair stated, as two of the consequences which followed it, that Professor Taylor was induced to remove to Lewisburg, Pennsylvania, and there lay the foundations of the institution now known as "Bucknell University," and that Professor Maginnis lent himself vigorously to the at-

[2] *Centennial Souvenir Commemorating the 100th Anniversary of the Founding of the First Baptist Church of Hamilton, New York, 1796–1896*, pp. 12–13.

tempt to remove the Madison University from Hamilton to Rochester.[3]

In other words, the Knapp case may be deemed to have been responsible for the Maginnis episode of August, 1847, which, in its turn, may be considered to have been the proximate cause which led to the agitation for the removal of Madison University to Rochester. Furthermore, in the opinion of some who, it may be assumed, were well informed of most of the facts, that agitation was started in connection with a visit which John N. Wilder and Dr. Maginnis made together to Rochester, early in September. At any rate, Mr. Wilder was apparently a prominent participant in the meeting recorded as "called Sept. 12th, 1847, at the First Baptist Church in Rochester."[4] He was a resident of Albany and a trustee of Madison University, who had been spending some time at Hamilton. He later made his home in Rochester for several years, in order better to look after the interests of the University of Rochester.

Mr. Wilder had so much to do, first, with the removal project, and, after that collapsed, with the

[3] *Autobiography of Elder Jacob Knapp, with an Introductory Essay by R. Jeffery* (New York: Sheldon & Co., 1868), pp. xxiv–xxv.

[4] *Rochester and Colgate; Historical Backgrounds of the Two Universities*, pp. 88–90, 49–50. *The First Half Century of Madison University* gives the date of the meeting as the 13th, which was Monday. It says (p. 392): "1847. Sept. 7th, The question of 'The Removal' introduced into Rochester from Hamilton. Sept. 13th, The first meeting of Baptists in Rochester." An "Address" issued in September, 1849, by thirty-one opponents of removal, and published in the *New York Baptist Register*, said that the removal movement "began in Rochester, Sept. 8, 1847, as coming directly from Hamilton. An informal conference, Sept. 13, was invited by Dr. Church, then pastor of the First Baptist Church, and a warm friend of education, and measures were adopted for opening a subscription."

founding of the University of Rochester and the determining of its broad, liberal character, that it may not only be of interest but may throw an interpretative sidelight on his personality and on what he did, to quote a few sentences intimately concerning him from Elder Knapp, who said: "I commenced a meeting . . . . in Brooklyn, N. Y., in connection with the First Baptist Church, on the first day of December, 1838. . . . . Among the interesting incidents that were crowded into this meeting, ... a Mrs. Wilder and her daughter, Mrs. Smith, requested prayers for their son and brother, John N. Wilder. He was a gay and worldly young man, boarding at the time at a hotel in the city of Albany, and had just fallen heir to a fortune reported to be worth a hundred and twenty thousand dollars. . . . . His mother and his sister were writing him letters full of earnest entreaty. . . . . He took a trip to Providence and mingled in gay society, and afterwards took the stage to Rochester [where another sister, the wife of Everard Peck, lived]. . . . . Returning to Albany, ... he united with the Baptist church, and devoted himself and his wealth to the service of Him who had redeemed him."[5]

However, a somewhat different explanation, in some respects, of the immediate origin of the removal enterprise, or at least of the Rochester part of it, from the one making Mr. Wilder the introducer of it to the Baptists in Rochester, was given in the *New York Chronicle* (Baptist; New York City), in what appear to have been editorial articles written by Dr. Pharcel-

[5] *Autobiography of Elder Jacob Knapp*, p. 89.

lus Church, who in 1855 became the editor of that paper but who had been the pastor of the First Baptist Church of Rochester from 1835 until June, 1848, when he accepted a call to Boston. One of the articles, written in 1855, stated that various facts showed "how ripe Western New York was for a movement like that which gave to Rochester its flourishing college and theological seminary. We were personally interested in the incipient stages of the process. It began in a correspondence between us and certain friends at Hamilton, on th subject of endowing Madison University." [Dr. Church was a trustee of Madison University.] That correspondence brought a letter, dated August 19, 1847 [which was the date of the adverse action with regard to Dr. Maginnis as professor of biblical theology], in which letter the writer said:

"'You speak of a movement for getting up an institution [probably referring to the university chartered in 1846] in your part of the state. . . . . Permit me to say that I have been requested, by persons of no small weight of influence, to inquire what would be your opinion of the practicability of founding in Western New York, as far west perhaps as Rochester, a college and theological institution under the control of our denomination. . . . . You know, of course, the peculiarity of our position here. . . . . Can a better location be formed [found]? Does the great, rich, beautiful section of Western New York furnish one? If so, where? And could the strength of the institution, by a natural and easy process, be transferred there? . . . . I repeat, I do not write on my own responsibility, but at the request of persons . . . . who have been and are still among the warmest friends

and most liberal patrons of Hamilton. I am requested to ask you what [sum] you think could be raised in Western New York, provided a good site were given, and a part of what would be required for buildings. Please answer immediately.' . . . .

"The removal of Hamilton to Rochester!—the idea was to us new and astounding. . . . . But a special meeting of the board was called about this time on a very exciting topic, which Dr. Elisha Tucker, then of New York, among others attended; after which he came on to Rochester, when he assured us that there was a strong feeling in the board and faculty in favor of removal, and he believed that the denomination generally would concur in it. Now for the first time the idea of its *possibility* took possession of us. . . . . We began to agitate the subject. . . . . The seed had fallen into prepared soil; and we felt that we could accomplish two objects which had long been dear to us—found a college for Western New York and at the same time endow Madison University. We broached the subject first to a few personal friends in Rochester. . . . . Our next step was to call a meeting of the leading friends of Hamilton in Rochester and the contiguous towns, which we appointed at the church of which we were pastor, to be held in September, perhaps two weeks after the first intimation of removal reached us. Twenty-five persons all told, if we mistake not, attended this meeting, and all, except one, gave their voice for removal. . . . . It is true *personal* considerations had not a little to do in the faculty and the board at Hamilton, to make them favorable to removal, ... though, without a broad basis of *im*-personal facts and circum-

stances, the enterprise could not have succeeded as it has [in respect to the establishment of the University of Rochester and of the Rochester Theological Seminary]. . . . ."

Again, it was said in the *Chronicle*, of September 18, 1858:

"The first meeting on the subject of removal ever held, we called on our own responsibility at the First Baptist Church in Rochester, in September, 1847. We called it by private letters."

Another article in the *Chronicle* said, with regard to the proximate causes which led to the establishment of the University of Rochester and the Rochester Theological Seminary,

"One thing we know, that they did not begin with any particular individual, ... but touched many minds simultaneously, and brought into activity various and most contradictory elements. The first meeting held on the subject was called without the knowledge or concurrence of any person out of Rochester. . . . . One informal pledge of a thousand dollars to the enterprise had been obtained at Rochester even before the holding of this meeting. It was from D. R. Barton, Esq., the only man who gave such a response to the first call for subscriptions to carry it on. This meeting . . . . originated the form of subscription, and about ten thousand dollars were almost immediately pledged, all of it, we believe, by citizens of Rochester, except the subscription of a thousand dollars given by brother Wilder, who had just then reached the scene of action. Prior to his arrival his interest in the matter was, so far as we are aware, un-

known in Western New York. This meeting was held in September, 1847. . . . .

"The proximate causes of this great educational movement centered partly at Rochester and partly at Hamilton. They were in themselves exceedingly various and divergent, those at Rochester being in conflict with those at Hamilton from the very beginning. The party which set removal on foot at Hamilton was not the one to which the leading Rochester friends belonged. The sympathies of the latter were rather with those religious movements which the able and esteemed Dr. Maginnis felt called on to oppose, and in opposing which the impelling cause of removal grew up at Hamilton. The causes for the movement in Rochester were purely local, growing out of the demand for a university in Western New York. . . . ."

The object of the Rochester meeting "called Sept. 12, 1847," was stated, in the record kept of it, to be "the consideration of removing Madison University from its present to some more eligible location in Western New York." That meeting was followed by other meetings of Baptists, for the same purpose, not only in Rochester but in villages roundabout, in Buffalo, in New York City, and elsewhere. There were also held in Rochester several public meetings in which leading business men of the city and members of various religious denominations participated and expressed the favor with which the removal of Madison University to Rochester would be welcomed generally.

The principal arguments advanced for the removal of the university to Rochester were that Rochester

was an easily accessible, wealthy, and growing city so situated in Western New York, where a collegiate institution was sorely needed, that it would give the university a greatly enlarged field of usefulness, secure for it the endowment which had become vitally necessary for it to have, and yield increased returns from tuition fees. Those Baptists in various parts of the state who became advocates of the removal looked upon the plan as one decidedly for the best interests of their denomination with regard to the promotion of higher education.

But after the agitation for removal had been carried on for a couple of months, with increasing force, it met determined opposition on the part of friends of the village site at Hamilton. They argued that for an institution for the education of young men such a location was in practically every way a much better one than one in a city like Rochester would be, which was in accordance with views very largely held on the subject in those days. A correspondent wrote, in January, 1848, to the *Democratic Reflector* (Hamilton) that if the friends of removal "wish to convert the character of the now Madison University into the *wild* character which Yale College has attained, let them remove it to Rochester, Utica, or Syracuse, and they will doubtless have a *wilder* set of young men under their care, than they now have."

Then, on the one side, conditional authority was obtained from the state legislature in April, 1848, for the change of the location of the university to Syracuse, Rochester, or Utica; and, on the other side, legal

proceedings were instituted in 1849 to prevent the removal of the university from Hamilton.[6]

In the fall of 1848, however, the prospects of removal appeared to many persons in Rochester such that some offered sites for the university, while others made suggestions through the newspapers with regard to sites for it. Some of those suggestions are still of interest on account of the consideration which at different times has been given to the question of location in connection with the University of Rochester.

One man expressed the opinion that the Wadsworth tract, lying north of Griffith Street, between Union Street and what is now South Avenue, offered the best site, as it overlooked the whole city and had a view that extended to the lake, and that the proprietors were willing to give the necessary grounds for the site. He also referred to the Gregory tract, a little farther south, as affording a good location, "after you get there." But another correspondent insisted that if the buildings were perched upon the Pinnacle, located on the Wadsworth tract, or placed at the extreme of Buffalo Street or of North Street, they would be too far removed from the center of the city; that it would be much better to erect the buildings on the vacant lot that there was at the corner of Washington and Ann streets, or upon any other vacant space near the center

[6] The case of *Daniel Hascall and Medad Rogers* vs. *The Madison University and the Baptist Education Society of the State of New York* is reported in *Barbour's Supreme Court Reports*, VIII, 174–89; and is described in *Rochester and Colgate; Historical Backgrounds of the Two Universities*, pp. 84–87. The injunction against removal which was granted in that case, and which was made permanent in 1850, was in June, 1927, vacated to permit a merger of the theological seminary or department of Colgate University with the Rochester Theological Seminary.

of the city. A different writer also said that the vacant ground on Washington Street was fine for the purpose of a site; and then made the further suggestion that "the arrangement of the college buildings on the north side of Brown's Square, with a double front, and commanding the southern aspect of the square, beautified as it would be with ornamental trees and floriculture, would be central, beautiful, desirable."

The climax was reached by a man who said: "H. G. Warner has 16 36/100 acres of land, situated opposite and on the east of Mt. Hope Cemetery, running over that swell of ground on the highway, 60 or 70 rods to the crossroad leading east. . . . . It overlooks the entire city; . . . . five counties, besides Monroe, may be distinctly seen. It is . . . . 40 or 50 feet higher, probably, than the Wadsworth tract, while the ground is much smoother and more feasible. For an observatory, this is a great consideration. . . . . It is located at a point of more attraction by far than any other about the city, being adjoining Mt. Hope, which is a resort of perhaps six or ten times as many strangers visiting the city as any other place or object. This cemetery ground would be nearly as valuable to the university, for the use of the students in rambling, as if they owned it; and the college ground adjoining it would be very appropriately situated. . . . . This cemetery will forever be a point of increased attraction. . . . ."

But gradually the advocates of removal began to give up the idea of trying to accomplish it, turning their thoughts, instead, toward the founding of a *new* university in Rochester. That such a change of plan was early contemplated was shown by a notice dated

December 20, 1847, which was given "to the pastors and brethren of the Genesee, Genesee River, Livingston and Cattaraugus [Baptist] Associations, and others interested," of a meeting to be held on January 11, 1848, in the Baptist chapel in the village of Wyoming. The notice, which was signed by Pharcellus Church and seventeen other prominent Baptists, said:

"A crisis in the history of our educational operations as a denomination has now arrived, which calls for the vigorous action of every Baptist in the state, especially of Western New York. Our beloved institution [Madison University] must be relieved, extended, and endowed, and this wide and populous section supplied with the means of liberal education. . . . . All persons friendly to the removal of the Madison University to Western New York, or to the establishment of a similar institution in this wide field, are earnestly solicited to be present at the above-named meeting."[7]

Several months later John N. Wilder wrote to the *New York Baptist Register* (published at Utica) that, "Should the large sum, which will be offered to the board by the friends of a western location, be refused, a new and rival institution will doubtless spring into existence." Commenting on that, the *Register* said: "We have never been able to see why a college

[7] This meeting, or, as it was called, "convention of ministers and laymen," was attended by "ministers and brethren from Genesee, Livingston, Monroe, Allegany, and Wyoming counties." It issued a long "Address to the Baptist Churches of the State of New York, on the Subject of Removing and Endowing the Madison University," some features of which address are given in *Rochester and Colgate; Historical Backgrounds of the Two Universities*, pp. 71–75.

at Rochester should be deemed a rival, any more than Union, or Hamilton College at Clinton; for though it be Baptist in name, to enjoy a general patronage it must be barely nominally so. That Rochester must have a college, and that very speedily, for the growing population of that opulent section is beyond dispute."

Then, at an educational convention which was held in the North Pearl Street Baptist Church in Albany on October 9 and 10, 1849, and which was attended by a large number of the leading Baptists from practically all sections of the state, the question was taken up for consideration: "Shall we leave at Hamilton what is now at Hamilton, while on the other hand we secure the advantages which invite us to the occupancy of the western site, by at once organizing an entirely new educational movement, collegiate and theological, at that point?"[8] That was followed by the adoption, after full discussion, of this resolution, introduced by Rev. Alonzo Wheelock, of Vienna, Ontario County:

"That, in the opinion of this convention, the necessities of the Baptist denomination in this state render it alike expedient and a duty to establish a university at Rochester, with collegiate and theological departments, unless some compromise shall be effected with the friends of Hamilton for the harmonious

[8] An "Address" signed by William Cobb, George W. Eaton, O. B. Judd, and twenty-eight other opponents of removal, and published in the *New York Baptist Register*, urged the Baptist churches to send delegates to this convention to "inquire what *can* be done, and then what *should* be done. . . . . If Rochester opens a place for Baptists, will not a new foundation better befit a new location?"

and united support of a collegiate institution at Rochester, and a theological one at Hamilton."

Thereupon a committee was appointed to report to the convention a plan for organizing a university at Rochester in accordance with the resolution. The report,[9] which was adopted by the convention, recommended that, in case the suggested compromise should not be accepted, there should be established at Rochester collegiate and theological institutions distinct in organization and government, although the same persons might be chosen to occupy chairs in both faculties; that the earliest attention should be given to the collegiate institution; and that a committee of nine[10] should be appointed to draft, in detail, a plan for the proposed collegiate and theological institutions, the committee to make its report to a meeting or convention which it should call.

The effort which was made to effect the compromise failed; and the committee of nine met, on December 6, 1849, in the committee room of the First Baptist Church of Rochester, where it drafted "*A plan for a new university*, to be established in the city of Rochester," and appointed a committee[11] to confer with the Regents of the University of the State of New York for the purpose of obtaining a charter from them.

[9] The report was signed by Isaac Wescott, Wm. R. Williams, A. M. Beebee, Henry Davis, E. E. L. Taylor, J. S. Backus, and Marsena Stone.

[10] The committee of nine which was appointed was composed of R. S. Burrows, Robert Kelly, J. N. Wilder, Ira Harris, Henry Davis, V. R. Hotchkiss, Henry Tower, J. S. Backus, and Robert R. Raymond.

[11] This committee consisted of Ira Harris, William L. Marcy, Friend Humphrey, George R. Davis, and John N. Wilder.

With reference to the situation at that time, the *Rochester Daily American* said: "It is, we believe, the settled purpose of the large and powerful denomination most interested in this enterprise [the Baptist denomination] . . . . to proceed with vigor and celerity to the realization of their original purpose—the establishment in Rochester of an extensive, well-endowed, and flourishing institution of learning."

On January 31, 1850, the Regents of the University of the State of New York, reciting that a petition had been presented to them which "prayed for the grant of a provisional charter, for the establishment of an institution . . . . the corporation thereof to be known by the name of the University of Rochester,"[12] issued what has virtually always been called a "provisional charter," as, indeed, it served the purposes of one, although it was not specifically so entitled, but was rather a document in the nature of an approval of the location, plan, funds, and trustees proposed for the University of Rochester, allowing two years for completing the plan.

The plan provided for a self-perpetuating board of twenty-four trustees, the first being: William L. Marcy, Friend Humphrey, Ira Harris, John N. Wilder, and Smith Sheldon, of Albany; Frederick Whittlesey, William Pitkin, Everard Peck, Elon Huntington, William N. Sage, David R. Barton, Edwin

[12] The official abstract of the proceedings of the committee of nine which was published in the *New York Recorder* and in the *New York Baptist Register*, in December, 1849, stated that "the name is to be 'Rochester University' "; but the petition for a charter stated that the institution was to be called "The University of Rochester," and when the commitee of nine made its report to the convention held in Rochester on May 11, 1850, it said "the new university is to be named 'The University of Rochester.' "

Pancost, and Elijah F. Smith, of Rochester; Robert Kelly and William R. Williams, of New York City; Robert R. Raymond, of Syracuse; Henry Tower, of Waterville, Oneida County; Seneca B. Burchard, of Hamilton, Madison County; John Munro, of Elbridge, Onondaga County; Alonzo Wheelock, of Vienna, Ontario County; James Edmonds [Edmunds], of Yates [Jeddo], Orleans County; R. S. Burrows, of Albion, Orleans County; Ransom [Rawson] Harmon, Jr., of Wheatland, Monroe County; and [V. R.] Hotchkiss, of Buffalo.[13]

On May 11, 1850, pursuant to a call issued by the committee of nine, an educational convention of Baptists was held in Rochester, at the Second Baptist Church, to which convention that committee presented its report on "a *plan for a new university*" (the University of Rochester), together with a plan for a separate theological institution (the Rochester Theological Seminary). The convention approved both plans and what had been done to procure a charter for the university, and then, by a resolution, recommended to the trustees of the university "to take immediate measures to fill the department of instruction, and to open the university at the earliest practicable period."

Equally important with the fact that the estab-

[13] Twenty-one of these trustees have usually been classed as Baptists; two (William Pitkin and Frederick Whittlesey), as Episcopalians; and one (Everard Peck), as a Presbyterian.

Brief biographical sketches of John N. Wilder, William N. Sage, Robert Kelly, William R. Williams, Edwin Pancost, David R. Barton, Elon Huntington, Frederick Whittlesey, William Pitkin, and Everard Peck, as some of the trustees, and of Pharcellus Church, Oren Sage, and Sewall S. Cutting, as some of the other persons notable for what they did toward the founding of the University of Rochester, are given in *Rochester and Colgate; Historical Backgrounds of the Two Universities*, pp. 145–63.

lishment of the University of Rochester was thus finally fully determined upon and theoretically prepared for is the further fact that from the first what was wanted, and all along intended, was an institution of high character, large aims, and sound scholarship, and one which would be strictly non-sectarian in its operation. That such was the case from the beginning of the campaign to supply the need of a university in Western New York by the proposed removal of Madison University to Rochester was indicated in a printed letter, dated Rochester, October 22, 1847, signed by the stalwart Baptists, David R. Barton, Willian N. Sage, Elon Huntington, Henry W. Dean, and Alvah Strong, as a committee. That letter referred to there having been a great change in the Baptist denomination "in their appreciation of learning, not only for the ministry, but for all the other departments of society," and said, in effect, that, if Madison University should be removed to Western New York (meaning to Rochester), it could not fail to derive great benefit and be of increased usefulness, on account of the location—if placed "on a liberal and unsectarian basis, and adapted to the wants of the public."

To much the same effect, the *New York Recorder* (Baptist; New York City) said on November 27, 1847, that, "planted there [in Western New York], on a liberal basis, furnishing the amplest facilities for an education of the highest stamp, administered with a courteous, unsectarial bearing toward all sects and parties, Madison University would remove all necessity for another university, and no other would be originated."

The *New York Chronicle* (Baptist) of October

19, 1850, after expressing the deep interest of its then editor (Rev. O. B. Judd) in Madison University and stating that he was one of those who had opposed the removal of the university from Hamilton, said that, "on the other hand, there are many who desire to build up a new university in the city of Rochester, not exclusively Baptist, as is the institution at Hamilton, but yet under the control of the Baptists—a university of the highest grade for the purposes of general education. . . . . It is desirable to have such an institution in Western New York. . . . . And, apart from the disadvantages of a city location, there is perhaps no section of the state preferable to Rochester."

The Annunciator, of which a few numbers were issued at Rochester, in aid of the university enterprise, by some of the Baptists who were prominent in promoting that enterprise, said, in May, 1851, that a university "should, quite manifestly, be open to all who wish to realize the benefit of a good education, irrespective of their religious opinions, or the profession or pursuit for which they are preparing. . . . . A religious spirit should doubtless pervade every institution of learning, to whatever class it belongs; while it is found to be a point of practical wisdom to have, besides, the endowment, organization, and control, of at least such as belong to the grade of colleges and universities, mainly in the hands of some denomination of Christians. In this sense they may be, and should be denominational; in this sense the University of Rochester is so. To expect more than this, is to require the introduction of what is not only foreign to the design of such institutions, but will be sure to operate directly in opposition to the design."

It is noteworthy, too, in this connection, that it was provided in the plan which the committee of nine drafted for the university that the qualifications for admission into any of the undergraduate classes should be fully equal to those then required at Madison University, and that the course of studies to be pursued should be equal to that of any of the colleges in the state. Moreover, in the use there of the words "undergraduate classes" there seems to be an indication, such as was manifested from time to time, that a real "university," as the term was then understood, was projected, and not merely a college.

Further striking evidence of this fact was contained in the recitals in the provisional charter of January 31, 1850, that the petition therefor prayed "for the grant of a provisional charter, for the establishment of an institution of the highest order for scientific and classical purposes [education]. . . . . The system of education to be pursued in the said institution 'to extend to all the branches of science and learning which are taught in the most approved universities of this country, including not only those studies of conceded importance and standing wherever the benefits of true scholarship and learning are admitted, but also those which are more especially applicable to the institutions of our own country and the wants of the present time.'"

The emphasis which was placed on the broad, liberal, and unsectarian character both proposed for, and given to, the University of Rochester may possibly be partially accounted for by what had been promised in connection with the projected "University of Rochester" which was chartered in 1846, but failed of be-

ing established, and by the strong objection which was made to the 1846 enterprise because it was being promoted largely by members of one religious denomination and because most, though not all, of the trustees were of that denomination. "By order of the board of trustees" of that proposed institution, the executive committee thereof announced that, "as a part of the plan of the institution, instruction will be imparted in some of the more practical sciences to those who may not desire to pursue a collegiate education. . . . . There will also be law and medical departments. . . . . The plan . . . . aims to preserve the institution from all local and sectarian influences."[14] "Civis" wrote two years later to the *Rochester Democrat* that, in its general character that proposed university "was adequately free from sectarianism. But our citizens then saw fit to act on the principle that it was not deserving of their patronage and efficient action." Now, appealing to the citizens of Rochester to aid the Baptist enterprise, he said: "Let not sectarianism paralyze our efforts as it did two years ago." Those things of 1846–47 must have had more or less direct or indirect influence on the minds of the Baptists when they developed their plans for establishing a university at Rochester and wanted the general public's approval and aid, which they happily obtained.

Mention should also be made here of the fact that a number of the men who were closely identified with the unsuccessful enterprise of 1846–47, like "Civis" (perhaps Dr. Chester Dewey), afterward gave their

[14] *Rochester and Colgate; Historical Backgrounds of the Two Universities*, pp. 16–19.

whole-hearted support to assisting materially in the later undertaking, which proved successful.

Still, relative to the origin and original scope of the University of Rochester founded in 1850, three things seem very clear: (1) that, giving full credit to those of other persuasions and of other interests who subscribed to the endowment of this university and helped in other ways toward founding it, nevertheless it was the zeal and labor of the Baptists, denominationally, that led to success; (2) that, from the beginning of their undertaking, it was the general plan of those Baptists to make this university one of sound, liberal, and practical higher education, conducted on broad principles and with doors open to all young men possessing the qualifications usually required for admission to such an institution; and (3) that when this University of Rochester was founded, it was founded as an entirely new institution, independent in every way of any other.

The preliminary arrangements which were made for the opening of the university will be considered next.

CHAPTER II

PRELIMINARY ARRANGEMENTS

AFTER the founding of a new university, to be known as the University of Rochester, had been finally and fully determined upon, and after a plan for the institution had been prepared by the committee of nine, a provisional charter had been obtained, and plan and charter had been approved by the Rochester convention of May 11, 1850, arrangements were made in a remarkably short time for the opening of the university under the most auspicious circumstances. Most of those arrangements were made by John N. Wilder and those trustees of the university who resided in Rochester, assisted more or less by a few other men in the city who were particularly interested in the undertaking. Nor did those trustees and special friends of the enterprise wait until after the Rochester convention was held before they began to take action.

It is recorded: "The resident trustees of the University of Rochester held an informal meeting in the countingroom of William Pitkin, Esq., March 1st, 1850. Present: F. Whittlesey, J. N. Wilder, William Pitkin, D. R. Barton, E. Peck, E. Pancost, E. Huntington, and William N. Sage. On motion, F. Whittlesey was appointed chairman; and Wm. N. Sage, sec-

retary. The plan for the new institution was read, discussed, and approved; and it was thought best to request Smith Sheldon, of Albany, Prof. Raymond, of Madison University, and James Edmunds to act as agents in addition to the voluntary agents now in the field,[1] and that these gentlemen be solicited to use their best efforts in furthering the endowment as soon as practicable. The chairman by request drew up a circular to be addressed to the former subscribers for the removal of Madison University, which [circular] was approved and adopted.[2] Ira Harris, Friend Humphrey, J. N. Wilder, and Smith Sheldon, of Albany, were requested to look after the interests of the University of Rochester, and, if in their judgment it was thought best, to ask the legislature for assistance."

At a meeting held on March 25, 1850, at which John N. Wilder, E. Pancost, and William N. Sage (trustees), Oren Sage, James Edmunds, H. W. Dean, and John Eggleston were present, it was "*Resolved,*

[1] At the meeting of the committee of nine convened in Rochester on December 6, 1849, "a committee of seven, consisting of O. Sage, J. N. Wilder, Elon Huntington, G. W. Burbank, D. R. Barton, Wm. H. Cheney, and A. G. Smith, were chosen to obtain subscriptions, employ agents, etc." Various changes were subsequently made in the committee on subscriptions.

[2] Under the heading of "University of Rochester," the circular, in the form of a printed letter, stated, among other things, that "a provisional charter for the incorporation of a new university, to be called the University of Rochester," had been obtained; that "this new project commends itself to the attention of our citizens"; and that "our citizens are all interested in it, without regard to sect or denomination." This was signed: "F. Whittlesey, William Pitkin, John N. Wilder, D. R. Barton, E. Huntington, E. Peck, E. F. Smith, E. Pancost, Wm. N. Sage, *Resident Members of the Board of Trustees.*" Note the inclusion of Mr. Wilder under this designation. Then it may be recalled that Mr. Whittlesey and Mr. Pitkin were from a denominational standpoint Episcopalians, and Mr. Peck was a Presbyterian, while the remainder were Baptists; and that Mr. Whittlesey was the one who wrote the circular.

That an effort be made to secure the Rochester Collegiate Institute as a grammar school [i.e., preparatory department] for the university." The collegiate institute was an incorporated, coeducational academy of high grade, in a way the successor of the "Rochester High School" incorporated in 1827. It occupied the building erected for the latter on grounds that bordered on Lancaster (now Cortland) Street and that were described as being between Elm and Court streets —a site near the present site of the First Unitarian Church. The arrangement made with the institute was apparently no more than that it should, without changing its general character or surrendering its independence, serve as a grammar school, or preparatory department, for the university—perhaps a kind of loose affiliation.[3]

On May 13 (some records have it May 15), 1850, which was almost immediately after the Rochester convention (of May 11), a meeting of thirteen of the trustees of the university was held in the committee room of the First Baptist Church of Rochester. A provisional committee was appointed, which was au-

[3] That some such an arrangement was made is indicated by the fact that the first catalogue of the university (for the year 1850–51), gave "students in grammar school, 30." But the building occupied by the collegiate institute was destroyed by fire on February 4, 1851, after which the instruction was carried on, to the completion of the term, in St. John's Methodist Episcopal Church, corner of Main and South Clinton streets. Then, on April 26, the *Democrat* said, concerning the collegiate institute: "The last term of this ancient institution has closed. . . . . The school now breaks up; the property saved from the fire which destroyed the building having gone to the university, and the trustees abandoning the enterprise." On December 11, 1851, the board of trustees of the institute, after making Dr. Chester Dewey custodian of a telescope, large orrery, and microscope, which had escaped the fire, by resolution gave "all the remaining philosophical and chemical apparatus, library, and geological specimens" to the University of Rochester.

thorized to employ agents and adopt measures to complete the subscription necessary to fulfil the conditions of the provisional charter; to make examinations and receive proposals relative to a site for the university; and to make the necessary arrangements and appoint the time for the opening of the university. A committee, composed of Robert Kelly, William R. Williams, F. Whittlesey, Chester Dewey, Thomas J. Conant, A. C. Kendrick, and J. H. Raymond, was appointed with instructions to report at the next meeting of the board "on the plan of instruction to be pursued in the university." Thereafter "the subject of president and other members of the faculty was informally talked over and referred to the president of the board," who, by election at this meeting, was John N. Wilder. Then a resolution was passed, consonant with a provision in the plan of the committee of nine, that the New York Baptist Union for Ministerial Education, a society created by the Rochester convention, should have the "privilege of forty scholarships for students to pursue the undergraduate course in the university, without charge for tuition," provided that persons who should subscribe in the aggregate $40,000 toward the endowment of the university should request that their subscriptions be appropriated for such scholarships. It took seven years' time to get those subscriptions.

The "first duly called and notified regular meeting of the trustees" was held on September 16, 1850, in the committee room of the First Baptist Church of Rochester. The organization of the board, "under the charter," was perfected by the unanimous election of John N. Wilder, president; Frederick Whittlesey,

vice-president; William N. Sage, secretary; and Edwin Pancost, treasurer.[4] A resolution was then passed: "That the proceedings of the informal meeting held in Rochester May 15, 1850, be approved and ratified by this board." What was to be called the "Executive Board of the University of Rochester" was created, to be composed of nine of the trustees, three to be elected annually after the first year. The first members of that board were John N. Wilder, R. S. Burrows, E. F. Smith, Edwin Pancost, E. Huntington, D. R. Barton, Everard Peck, F. Whittlesey, and William N. Sage, and most or all of them were kept on the board as long as they remained trustees, which meant many years for several of them. To that board was committed the immediate superintendence of the university, with power to enact and enforce every regulation required for the immediate good of the university, and, in general, to take such measures as might to them seem expedient for the well-being of the institution.

The trustees directed the executive board "to hire the United States Hotel for three years on the terms proposed by Mr. Tallman, the receiver of said property, namely $800 pr. year, and make such repairs as necessary for the accommodation of the institution."

It was fortunate for the university that this building could be obtained for it, and on moderate terms, too, for after an expenditure of about $1,500 only, for repairs, changes, and necessary furnishings, it supplied at once, and for a decade, all that the university

[4] On December 9, 1850, Mr. Pancost offered his resignation as treasurer, which the executive board accepted. That was followed by the appointment of William N. Sage as treasurer, after which Mr. Sage rendered service as secretary and treasurer for practically half a century.

absolutely needed in a building. In fact, it not only met the early requirements in that respect of the university, but also, from the same date, those of the Rochester Theological Seminary, for the use of which the university sublet a part of the building.

The building was on the north side of Buffalo Street (now Main Street West), a little east of Elizabeth Street, and near the Erie Canal. It had a frontage of one hundred feet on Buffalo Street and a capacious wing which extended back from the west end of the main part, the whole structure being four stories in height. When ready for use by the university, there were on the lower floor of the main part a commodious chapel, rooms for two literary societies, a library and reading-room, and one recitation room; while on the second floor there were all the other rooms of good size needed for recitation and lecture purposes. On the third and fourth floors of the main part and in the wing generally there were about sixty-five or seventy rooms suitable for the accommodation of that number of students. Besides, there was a basement under the whole which provided rooms for the janitor and his family; a dining-hall to be conducted by him for such students as might wish to take their meals there; and cellars.

The executive board ordered purchased, for use in the building, five pine tables, six arm chairs, one hundred common wooden chairs, thirty settees for the chapel, seven box stoves, and seven boxes for wood. It also approved of an expenditure of $25.81 for lamps, and approved a bill for carpeting. The rostrum in the chapel was carpeted; while the recitation rooms, it was said, were carpeted and furnished with chairs, tables,

window shades, and everything necessary to make them comfortable. Another account said that the recitation or lecture rooms had "an air of homelike neatness and elegance that could not fail to have an influence in correcting the careless personal habits so often fostered by the condition of college lecture rooms."

The building was constructed with walls of brick and stone, in 1826, at a cost of about $25,000, by Martin Clapp, who was listed in the Rochester directories of 1827 and 1834 as "mason, Buffalo-st." Financially, it proved to be a disastrous undertaking, as apparently did almost every other early enterprise in that part of the city.[5] At certain times the building, or, more likely, a portion of it, was used for a manual training school, for two different schools for girls, and for the station of the Tonawanda Railroad, the terminus of which road was for some years, from 1837, in Buffalo Street, or on one side of it, near Elizabeth Street. But some time prior to 1850 the station was removed to a location some blocks away, which was given as the main reason why the property could be acquired so easily when it was wanted for the university. The building is still standing, being used for small stores or shops, and tenements.

Just what was meant by the reference to Mr. Tallman as "the receiver of said property," in the resolution which directed that it be hired, is not clear, for when it was decided to purchase the property, for $9,000, for the university, the deed therefor, dated March 1, 1851, was made by "George F. Talman, of the city of New York," in whom the full title was ap-

[5] "The Three Eras of Buffalo Street," *Rochester Democrat*, October 4, 8, 12, 1852.

parently vested. Again, it is interesting to note that the description of the property in the deed indicated that the hotel had not always been known as the "United States Hotel," but at one time had been called the "City Hotel." With even greater clearness, a deed made by Giles B. Rich, in 1891, specifically referred to "premises formerly known as the City Hotel and then the United States Hotel afterwards owned and occupied by the University of Rochester and conveyed by said university to Giles B. Rich by deed dated May 20th, 1867."

The *Report to the Board of Trustees of the University of Rochester, on the Plan of Instruction to Be Pursued in the Collegiate Department*, as it was entitled when afterward printed as a pamphlet of fifty pages, was presented on September 16, 1850, and was "approved as a whole."[6] It expressed the opinion that the system of collegiate education at that time was, taken all in all, admirably adapted as a means of intellectual training, and in its main characteristics should not be abandoned. The feature of systematic courses of instruction especially should be maintained, in order to secure even development and a fair amount of general culture. But the range of studies was thought to be too restricted to meet the educational wants of the people.

In addition to that report, the committee on plan of instruction presented to the board specific recommendations, in the form of a series of resolutions,

[6] The report was understood to be from the pen of Robert Kelly, who presented it for the committee on the plan of instruction, of which committee he was chairman. It is described at some length in *Rochester and Colgate; Historical Backgrounds of the Two Universities*, pp. 119–26.

which were adopted. The first resolution, which was approved in its general outlines and referred to the executive board to arrange the details with such modifications as in practice they might find necessary or deem advisable, provided for two courses of study, each to occupy four years—one, leading to the degree of Bachelor of Arts; the other, to the degree of Bachelor of Sciences.

For the freshman and sophomore years there were to be three departments of study: (1) history and belles lettres; (2) mathematics and natural philosophy; and (3) languages. Concerning them, it was said: "All regular course students shall pursue the studies of the first two departments, except that during half of the freshman year the classical students shall pursue the study of Latin and Greek in place of modern history. In regard to the third, they will be allowed to choose either the Latin and Greek course or the French and German course."

The studies of the junior and senior years were to be grouped mainly under four departments: (1) belles lettres and moral and intellectual philosophy; (2) mathematics and mechanics; (3) natural sciences; and (4) languages (Latin and Greek). The studies of the first of these departments were to be obligatory on all regular-course students. Then it was stated: "Those who have studied the ancient languages will, with the advice of the faculty, elect two of the other three departments or pursue the modern languages in lieu of Latin and Greek. Those who have studied the modern languages will pursue the studies of both the scientific departments. In addition to the above, there shall be a department of drawing, and those who pursue the up-

per department of mathematics and mechanics shall take drawing lessons."

Some of the rules that were suggested and adopted were:

"No student shall be admitted into the freshman class who has not arrived at the age of fourteen years; nor into an advanced class, unless at a corresponding age.

"Students shall be admitted, with the consent of the faculty, to pursue any of the studies in the university.

"The price of tuition for regular course students shall be thirty dollars per annum. The price for partial course students will depend, in each case, upon the branches studied; and will be regulated by the executive board.

"Daily prayers shall be held in the chapel of the university at —— A.M., and all students shall be required to attend, except in cases where specially excused.

"The daily recitations of all the classes shall commence immediately after prayers, and those of each class shall be held continuously."

Furthermore, on September 16, 1850, the board of trustees passed a resolution "that the institution be opened on the first Monday in November next, for the reception of students and the organization of classes."

The board also unanimously elected the following professors, on a salary of $1,200 a year each: A. C. Kendrick, D.D., professor of the Greek language and literature; John F. Richardson, A.M., professor of the Latin language and literature; John H. Raymond, A.M., professor of history and belles lettres; Chester

Dewey, D.D., professor of the natural sciences; and Samuel S. Greene, A.M., professor of mathematics and natural philosophy.

Some prior action must, however, have been taken with reference to the appointment of professors and the opening of the university (perhaps by the provisional committee appointed in May and authorized "to make the necessary arrangements and appoint the time for the opening of the university"), because Professor J. F. Richardson wrote from Hamilton on August 27, to Mr. Wilder, addressing him as president of the board of trustees: "I have received your favor of the 24th instant informing me of my election to the professorship of the Latin language and literature in the University of Rochester and stating that it is expected the university will be opened on the first Monday of November next. I very cordially accept the appointment from a lively sympathy with the enterprise on which you have entered, with a determination to do everything in my power to promote its success, and with a cherished confidence that the divine favor rests upon it and will mark the future history of the university whose foundations you are so firmly laying with the sanction and pledged co-operation of the Baptist denomination of this state and the generous encouragement of the citizens of Rochester. I hope to be in Rochester with my family early in October."

Dr. Chester Dewey, in accepting, on August 28, his appointment to a professorship in the university, wrote to Mr. Wilder: "To secure the prosperity and success of the university, its faculty must be a body of *workers*. I can only assure you, sir, and the board of

trustees, of the employment of all the powers I can bring to its aid."

Professor A. C. Kendrick, on being informed of his election to the professorship of the Greek language and literature in the University of Rochester, said, in a letter to Mr. Wilder, written from Hamilton on August 27: "Permit me to tender to you, and through you to the corporation over whom you preside, my grateful sense of the honor which has been conferred upon me in this election, and my acceptance of the appointment. Divine Providence permitting, I shall endeavor to be with you by the first of November." Professor Kendrick's daughter said of him that, "The first event of importance in his personal life, after his marriage in 1838, was his removal to Rochester, in 1850."[7]

The services of Professor Greene, who was then employed as the first agent of the Massachusetts Board of Education, not being obtainable at that time (and, as it afterward proved, contrary to expectations, not obtainable at all), E. Peshine Smith, of Rochester, a lawyer and man of varied learning, well qualified for the position, was engaged to serve as acting professor of mathematics and natural philosophy. Arrangements were also made for the two professors who constituted the first faculty of the Rochester Theological Seminary to give some instruction in the university—Thomas J. Conant, D.D., as professor of the Hebrew language and literature, or, according to some statements, as instructor in Hebrew and German; and John

[7] Florence Kendrick Cooper, *An American Scholar; A Tribute to Asahel Clark Kendrick, D.D., LL.D., 1809–1895* (1913), p. 46.

S. Maginnis, D.D., as acting professor of intellectual and moral philosophy.

Professors Kendrick,[8] Richardson, Raymond, Conant, and Maginnis were all eminent scholars and teachers in their respective fields, who held chairs in Madison University until they resigned them in August, 1850, in consequence of their election to professorships in Rochester. It was not a case of enticing them away. Professors Kendrick and Raymond in particular had been ardent, active promoters of the Rochester plans, which Professor Richardson also favored, as did Professors Maginnis and Conant. Moreover, Professor Kendrick declined an appointment to the Greek professorship in Brown University, in order that he might accept that in Rochester. Professor Dewey was a distinguished scientist and veteran educator, who in 1836 came from New England to Rochester and thereafter built up the Rochester Collegiate Institute. In short, probably no other college had a better faculty, on the whole, for the chairs mentioned, than had the University of Rochester when it opened, and its faculty was as large as the average.

What were described as being Professor Kendrick's valuable classical library and the libraries of several of the other professors were housed in the university building. Besides, the *New York Recorder* of October 16, 1850, said that orders had been given "for the importation of books from Europe, to meet the demands

[8] Professor Asahel Clark Kendrick's father, Clark Kendrick, was a cousin of Dr. Nathaniel Kendrick (the man noted for what he did toward building up the Hamilton Literary and Theological Institution, which became Madison University); hence Professor Kendrick was not a nephew of Dr. Nathaniel Kendrick, as sometimes stated.

of special departments of instruction. Apparatus sufficient for the immediate purposes of instruction is at the disposal of the teachers. A large and beautiful hall [Corinthian Hall], which will seat 1,600 persons, affords excellent accommodation for commencements and exhibitions. . . . . We question whether a college has ever been started in our country with such facilities and advantages at the outset."

Thus was prepared the way for the favorable opening of the university and the attainment of an immediate success in its operation which made the first years of noteworthy importance in the formation of the distinctive character of the university and its acquisition of a good reputation.

CHAPTER III

THREE IMPORTANT YEARS

THE three academic years of 1850–53 were important ones in the history of the University of Rochester, in that they were years of solid foundation-laying and of consistent development after a most promising opening of the university. During those years high ideals were established and maintained, sound instruction was given on a liberal basis; and the good will of the citizens of Rochester generally, as well as that of many persons elsewhere, was either increased or gained and held. Besides, that period may be counted a distinct one in that during it the university was under a chancellor and not yet under a president.

At the first meeting of the executive board, which was held in the committee room of the First Baptist Church on September 17, 1850, the only business transacted, in addition to the election of John N. Wilder as chairman of the board and of William N. Sage as its secretary, was that, "Honorable Ira Harris was appointed chancellor of the university till the president shall be elected." He was one of the trustees of the university, a resident of Albany, a prominent Baptist, a graduate with honors from Union College, an able lawyer, and a justice of the supreme court of

the state. For the services which he rendered as chancellor, he received no salary. As to what those services were, virtually no record has been preserved, except as to his having presided at the three commencements during his chancellorship and except as to the executive board having recorded, in 1875:

"We cherish with gratitude and reverence the memory of Judge Harris, in his vigorous and decided action in the events which determined the organization of this institution, in his services for three years of special oversight of its interests when without a presiding officer, in the wisdom of his counsels and the weight of his influence in times of anxiety and peril, in the personal friendship and kind sympathy which he always manifested to the resident trustees and officers of instruction."

As the board of trustees had directed, the university was opened on Monday, November 4, 1850, for the reception of students. On that day, too, Professors Kendrick, Raymond, and Richardson "met in the university building and organized as the faculty of the university by electing Professor Kendrick chairman of the faculty pro tem., and Professor Richardson secretary pro tem."

The formal exercises for the opening of the university were held on Tuesday afternoon, November 5, in the chapel of the university. They consisted of a prayer by Professor Kendrick; the reading of a portion of Scripture by Rev. H. W. Lee, rector of St. Luke's Episcopal Church; a prayer by Rev. J. B. Shaw, pastor of the Second (Brick) Presbyterian Church; an address by John N. Wilder; an expression, "in a handsome manner, of the cordiality with

which the citizens of the city welcomed the rising among them of this new institution," by E. Darwin Smith, prominent lawyer and Episcopalian; a prayer by Professor Maginnis; the singing of the doxology; and the pronouncing of the benediction by Rev. Alfred Bennett, a venerated Baptist minister who resided at Homer.

Mr. Wilder took occasion, in the course of his address, to emphasize the fact that "the teachers would not approach the students as proselyters, ... there would not be the least degree of sectarianism," but that "the elements of a common Christianity would pervade and sanctify the whole course of instruction to be pursued." He also alluded to the encouraging circumstances under which the university was being opened, yet said that, "if but a single student had appeared to make application for admission, and that one a freshman, the college would have been commenced, and with confidence in its success."

As it was, about 60 students had already enrolled in the university, and more came afterward. The first catalogue of the university (for the collegiate year of 1850–51, but which must have been issued prior to April 7, 1851, because it was referred to in the *Rochester Democrat* of that date), listed: 1 resident graduate, 6 seniors, 15 juniors, 13 sophomores, 34 freshmen, 2 in partial courses—a total of 71. The number of seniors was afterward increased (three coming from Maine), so that at the first commencement a class of 10 was graduated. Of the 71 students, 21 were from Rochester, namely, 4 sophomores, 16 freshmen, and 1 partial-course student. A number of the students were from places adjacent to Rochester; some were

from more distant parts of the state; while others registered as coming from Arkansas, Connecticut, Illinois, Massachusetts, Michigan, New Jersey, Pennsylvania, Wisconsin, and Canada. About 28 of the 71 had previously attended Madison University, many of them undoubtedly coming to Rochester because they wished to follow the professors who came there; whereas others made the change because Rochester was nearer their homes or perhaps because they preferred residence in a city, with its advantages.[1]

At a meeting of the faculty which was held by Professors Kendrick, Richardson, Raymond, and Smith, on November 6—the day after the opening exercises—resolutions were adopted: "That the chapel service be attended at a quarter before 9 o'clock A.M."; "that the recitations be heard generally between the hours of 9 and 12"; and "that we propose

[1] The rank in size which the University of Rochester took from the start was indicated by the following "college statistics" which *The Annunciator* of May 15, 1851, published as having been "obtained as the result of an extended correspondence, and from the latest catalogues of most of the respective institutions," showing the number of professors and students for these Baptist educational institutions, the first figure in each case giving the number of professors, the second number being that of students: University of Rochester, 7—82; Brown University, Rhode Island, 12—195; Waterville, Maine, 5—72; Madison University, New York, 6—30 [41]; Lewisburg University, Pennsylvania, 3—61; Columbian College, D.C., 10—55; Richmond College, Virginia, 4—70; Wake Forest College, North Carolina, 5—63; Mercer University, Georgia, 6—75; Howard College, Alabama, 4—41; Union University, Tennessee, 5—75; Georgetown University, Georgia, 7—77; Granville University, Ohio, 4—35; Franklin University, Indiana, 2—12; Shurtleff University, Illinois, 3—13.

Reports to the Regents of the University of the State of New York gave the following as total enrolments for the collegiate year of 1850–51: University of Rochester, 82; Madison University, 41; Geneva College (department of arts), 41; Genesee College, 78; University of the City of New York (collegiate department), 89; Columbia College, 111; Hamilton College, 133; Union College, 239.

to the theological seminary accommodated for the present in the university building to unite with us in the chapel service." On November 25, a resolution was passed "that each class be furnished with a single exercise of an hour on Saturday A.M."

After the executive board had, on November 28, recommended that each member of the faculty should alternately be chairman of the faculty, holding the office for a month, and that "Rev. A. C. Kendrick, Rev. Chester Dewey, and Rev. J. H. Raymond be requested to take charge of the chapel exercises till the appointment of a president," the faculty, on December 2, requested its secretary to state to the board that the faculty was in favor of having a single individual act as chairman, "until we have a president, and that the faculty would cordially unite in the appointment of Professor Kendrick." Thereupon the executive board appointed Professor Kendrick "chairman of the faculty till the president is elected."

Considering the pains taken to have a plan of instruction prepared beforehand by a carefully selected committee of seven, of which Robert Kelly was the chairman and of which four members were afterward to be in the faculty, it is somewhat significant that the faculty records disclose that on a number of days in December, 1850, and January, 1851, the course of study was discussed, culminating in a request that Professor Raymond write to Mr. Kelly, informing him of the modifications which the faculty thought it desirable to make in the course of study adopted by the board, and requesting his opinion of what was expedient in the case. Unfortunately, the correspondence has not been preserved. It may be conjectured, how-

ever, that the fact that the only enrolments for the scientific course were of twelve freshmen, coupled with the probable ascertainment of a general indifference among the students to electives and the study of modern languages and the sciences, had much to do with making some modifications in the course of study appear desirable. This seems to be in a measure indicated by the first catalogue, which was soon afterward issued.

Under "Organization," the catalogue nevertheless said: "The plan of instruction is so adjusted as to allow any who choose to omit the study of Latin and Greek, either throughout the course, or, with the advice of the faculty, after the completion of the sophomore year, substituting in their stead modern languages, and a more extended mathematical and scientific course. Hence the students in each class will be divided into two sections corresponding to the two courses of study, and distinguished as the *classical* and *scientific* sections." But in the tabulated "Course of Instruction," which was set forth in the catalogue, no mention was made of any electives in the scientific course. The studies of that course for the senior class were: first term, intellectual philosophy, differential and integral calculus, zoölogy and botany; second term, moral and political philosophy, international and constitutional law, descriptive geometry, drawing and perspective, physiology; third term, evidences of natural and revealed religion, civil engineering and construction, mineralogy and geology. The only electives specified in the classical course were for the senior class: first term, differential and integral calculus, or zoölogy and botany; second term, descriptive ge-

ometry, drawing and perspective, physiology, German; third term, civil engineering and construction, or mineralogy and geology. Apparently one of the electives set down for each term was to be taken, recitations to be with the seniors in the scientific course, whereas the catalogue said that, so far as the studies coincided, students in the scientific course were to recite with those in the classical department.

The first recorded instance of discipline occurred in consequence of Professor Smith having reported at a meeting of the faculty on January 23, 1851, that four freshmen had absented themselves from his class in order to witness the working of a fire engine, wherefore it was decided that they should be called before the faculty at noon the next day and admonished for that fault and for others complained of by the instructors generally; and at the appointed time the "faculty met and the chairman administered the admonition."

On February 14, 1851, according to the minutes of the Regents of the University of the State of New York, "the secretary informed the board that Mr. Lewis H. Morgan, of Rochester, as agent of the University of Rochester, had tendered to him the provisional charter of said institution granted January 31, 1850, and that the university now in the terms of their application presented December 2, 1850, asked for a full charter. The board therefore, after due deliberation, agreed that the Provisional Charter should be cancelled"; and "unanimously agreed that the charter of the University of Rochester . . . . be . . . . granted."

This charter, dated February 14, 1851, recited that a petition had been presented which "prayed for

the grant of a charter for the establishment of an institution of the highest order for scientific and classical education"; that the petitioners had exhibited, in their further application, presented December 2, 1850, satisfactory proofs that suitable buildings had been provided for the use of said institution, and also that funds to the amount of $100,000, with which it was intended to found and provide for such institution or college, had been paid, or secured to be paid, by valid subscriptions of responsible parties or otherwise; and that, now therefore, the regents "do grant and declare that an institution for the instruction of youth in the learned languages and in the liberal and useful arts and sciences shall be and hereby is founded and established," the trustees, beginning with those named in the provisional charter, to constitute a body corporate and politic, "by the name of the University of Rochester." This charter, however, was conditioned to become perpetual only if, within five years, satisfactory evidence should be furnished the regents that funds to the amount of not less than $100,000 were invested, for the use of the university, in bonds, mortgages, or stocks of designated kinds.

When it was decided to found the university, it became necessary to begin over again the work of getting subscriptions, as those which had been obtained for the removal project were restricted to that project and could not be used toward establishing a new institution. Furthermore, the new enterprise required a larger sum to be raised—one of not less than $130,000, of which $30,000 might be used to provide a site and buildings, while at least $100,000 must be invested in a designated manner for a permanent endow-

ment. The new subscription list was dated January 1, 1850. Many of the subscribers for the removal plan gladly transferred their subscriptions to this list, to aid in the establishment of a new institution, but there were some who, for one reason or another, declined to transfer their subscriptions. Under the most favorable circumstances, to get subscriptions to the amount of $130,000 or more was in those days a big undertaking. At first the solicitation was done in this case entirely by volunteers—by such men as Oren Sage, John N. Wilder, Alvah Strong, and others of exceptional energy and influence, who gave a great deal of their time and devoted much arduous labor to the task. They canvassed the city of Rochester and surrounding country very thoroughly and persuasively. Subsequently, several efficient special, paid agents were employed to help extend and expedite the work.

When *The Annunciator* of January 1, 1851, was issued, it contained a list of over eight hundred subscribers, whose subscriptions amounted in the aggregate to over $140,000. The largest single subscription was that of "John N. Wilder, Rochester, $10,000." Another read: "A location with choice of sites, worth $10,000." There was one subscription of $3,000, by John Munro, of Elbridge; and one of $2,500, by C. W. Thomas, of New York. There were four subscriptions of $2,000 each, made respectively by Elon Huntington, Oren Sage, Roswell S. Burrows, of Albion, and Gault and Ballard, of Brooklyn; also, two subscriptions of $1,500 each, one of them made by David R. Barton, and one by J. N. Wyckoff and Son, of Brooklyn. There were thirty-two subscriptions of

$1,000 each, some of the makers of which were: William H. Cheney, Edwin Pancost, [William N.] Sage and Brother, Elijah F. Smith, and Alvah Strong, all of Rochester; John Munro, Jr., and Daniel C. Munro, of Elbridge; Rawson Harmon, Jr., and Elisha Harmon, of Wheatland; Friend Humphrey, of Albany; M. Vassar, of Poughkeepsie; William Kelly, of Rhinebeck; and James S. Wadsworth, of Geneseo.

Among other subscriptions of special interest may be mentioned one of $800.00 by Smith Sheldon, of Albany; subscriptions of $500.00 each, by James Edmunds, of Jeddo, by Everard Peck, Albert G. Smith, Jacob Gould, and Addison Gardiner; one of $400.00, by William Pitkin; two of $300.00 each, by Chester Dewey, and by William L. Marcy, of Albany; subscriptions of $250.00 each, by Ira Harris, A. Boody, Frederick Whittlesey, William Alling, and William A. Reynolds; of $200.00 each, by Henry W. Dean, Lewis H. Morgan, E. Darwin Smith, and Levi A. Ward; of $100.00 each, by Rev. Alfred Bennett, of Homer, by Lewis H. Alling, Mortimer F. Reynolds, and Henry E. Rochester; and one of $50.00, by N. T. Rochester. There were two subscriptions of $5.00 each, and several of $10.00 each, but most were of $25.00, $50.00, or $100.00 each.

Some of the subscribers afterward increased their contributions to the university, as, for instance, Ira Harris was credited with having contributed to it $6,250.00; Edwin Pancost, $3,500.00; and Smith Sheldon, $3,300.00. The first subscription paid in full was that for $100.00 of Rev. Alfred Bennett, who was then the oldest Baptist minister in the state of New York.

Shortly before the opening of the university, a correspondent, who described himself as aiming to give the "impressions of a traveler" visiting Rochester, wrote to the *New York Recorder*, relative to the university:

"The interest in the cause felt by our brethren here, and not only by them but by the citizens generally, may be safely inferred from their noble subscription to the endowment fund. It is pleasant to perceive that this interest is not likely to content itself with a mere pecuniary contribution. The 'university' occupies all thoughts, is the theme of conversation on every tongue; and there are men engaged in its behalf, who, if we may judge from their past sacrifices, would let their own affairs suffer rather than see it neglected. . . . . It strikes me as a very auspicious omen that this institution is not set down in the midst of indifference, ... but springs up from the affection and zeal of the people, which will both render its maintenance more certain and pleasant, and secure for it an influence more intimate and extensive."

Another correspondent wrote to the *Recorder*, when the subscriptions amounted nominally to more than $140,000: "It seems difficult to discover how, with ordinary care in its management, the university need ever be involved in debt. Free from incumbrance, and developing continually new strength and efficiency, it promises to do its work without compelling its friends to mingle with their gladness in the good it does, sorrow and shame on account of its beggary." But having subscriptions in the sum of $140,000 was not equivalent to having $140,000 in

hand,[2] or carefully invested. Besides, salaries and other expenses connected with maintaining the university had to be paid, and they were said to have amounted to $65,772.67 up to the time when, in 1856, the trustees were compelled to ask the Regents of the University of the State of New York for another extension of five years of the time allowed for making the investment of $100,000.00 as required, the actual investment in bonds and mortgages at that time amounting to only $40,446.74.[3]

One of the things which conspicuously showed the broad, sincere public spirit of the founders of the university that did much toward winning popular favor for the university was the establishment on February 17, 1851, by the executive board, at the sugges-

[2] There was great difficulty in collecting many of the subscriptions, and a shrinkage in not a few. Take the two largest subscriptions, of $10,000 each. That of John N. Wilder was payable in ten annual instalments, and apparently only $5,635 was ever realized on it, due to his death in 1858 and adverse circumstances prior thereto. Then, seemingly, nothing at all was derived from the subscription of "a location with choice of sites, worth $10.000." Probably it was a transfer of a proposition made for the removal project, which was described as "a promise from some gentlemen of Rochester of a site . . . . reckoned at $10,000," while another explanation of that proposal of "a site worth at least $10,000," was that "the site was secured by two or three separate subscriptions, raised in Rochester, in favor of different spots, all eligible, and a choice of which was offered."

[3] The desired extension of time was granted on February 1, 1856, the regents noting further that the trustees of the university represented that they had invested $43,974.62 in real estate, including the building occupied for the purposes of the university; that $54,701.78 was due on promissory notes and subscriptions considered good; and that the whole assets of the university then amounted to $165,694.80. In addition to that, the regents stated that they were satisfied that the university was successfully engaged in the instruction of youth and in the prosecution of the objects of its incorporation; that its trustees had "evinced great zeal and faithfulness in procuring buildings for its accommodation, and funds for its endowment." The charter was made absolute, or perpetual, on January 10, 1861.

tion of Mr. Wilder, of twelve perpetual, four-year, free scholarships, three of them to be awarded annually to scholars to be "selected from the public schools in the city of Rochester in any manner that the board of education shall designate, to receive gratuitous tuition during a full collegiate course in the University of Rochester." The superintendent of schools said: "On the part of the university the benefaction is noble and discreet. To the schools it will be in many ways a source of constantly increasing benefit. As a stimulus to both teachers and scholars, and in rendering education in its highest forms accessible to the humblest students, it will accomplish its benevolent intention."[4] In a paper entitled a "Brief History of the Public Schools of Rochester," it was years later declared that, "By this gift of the trustees of the university, that institution, although privately endowed, is placed directly in line with our free school system, completing it from foundation to capstone."[5]

At that same meeting of the executive board on February 17, 1851, which was its first meeting after the destruction by fire of the building occupied by the Rochester Collegiate Institute, the board adopted resolutions: "That a preparatory department to be called the Grammar School of the University of Rochester be and is hereby established"; and "that this grammar school shall be under the control of a committee of three to be elected annually by the university board." On April 26, the day that the final closing of the col-

[4] R. D. Jones, "Examination for Scholarships in the University," *Rochester Democrat*, August 20, 1851.

[5] S. A. Ellis, *Publications of the Rochester Historical Society*, I (1892), 78.

legiate institute was reported by the *Rochester Democrat*, that paper contained the announcement: "The Grammar School of the University of Rochester will open on Monday, May 5th, 1851, in the building recently occupied by Mrs. Greenough's Seminary, on South Sophia Street [now Plymouth Avenue]. It will be under the charge of N. W. Benedict, as principal."

However, there is much that would indicate that what was from that time on for several years called the grammar school of the university was hardly more than nominally that, at least in so far as any special obligations were imposed by it on the university, although it was probably in some measure under the supervision of the grammar-school committee of the university. In other words, the school was apparently essentially self-sustained and self-conducted, very much as if Mr. Benedict, who had been the principal of the collegiate institute for some time, had started this new school on his own responsibility and had made for it some such an arrangement with the university as that which presumably existed for a few months between the university and the collegiate institute. The records of the executive board contain no mention of the appointment of principal or teachers for this grammar school and say nothing about any payment of salaries to them. Still, from the meeting of the executive board on October 6, 1851, there were approvals of payments of $37.50 a quarter for the rent of the "schoolroom" for the grammar school, while on December 1 a bill for $66.71 was approved for "One quarter's rent & wood & cutting." At some time the school was removed to No. 21 Chappel's Block, which was at numbers 80–90 State Street; and

very likely that was when the university began paying the rent.

For the additional light which it will throw on the real character of this grammar school as an attributed department of the university, a little of its subsequent history may be appropriately considered here. The trustees of the university approved, in July, 1853, of the payment of rent, at the rate of $225 a year, for the rooms then occupied by the grammar school; but, on July 13, 1854, voted that the expenditure for the grammar school for the ensuing year should not exceed $225. A report to the executive board at its meeting of August 7, 1854, stated that Messrs. Benedict and Satterlee had purchased a building on Atwater Street and proposed to "fit up and open a grammar school on their own responsibility." The new school was named the "Rochester Collegiate Institute"; and, on September 4, the executive board requested the grammar-school committee of the university "to call on Messrs. Benedict and Satterlee and find out the exact relations of the Rochester Collegiate Institute to the University of Rochester." The catalogue of the university for 1854–55 said: "Since the publication of the last catalogue, the grammar school has been reorganized, on a separate and self-supporting basis, and under another name. The number of students in attendance during the year has been 75. Persons who wish to pursue studies in this city, preparatory to admission to the university, will find ample facilities for so doing under the advice and direction of the faculty."

Such was the apparent nature, short life, and termination of what was called the "Grammar School of

the University of Rochester"; and the university has not since had any preparatory department, even in name.

A minor matter taken up in 1851, which a person would think might have been easily and quickly disposed of but which was not, was that of the question of what should be the corporate seal. On March 8, 1851, the executive board met the necessity of an immediate decision on the subject by adopting "as corporate seal of the university, till permanent seal is procured, the American half dollar." On May 15, the faculty voted "to recommend to the board the adoption of the word 'Meliora' as the motto for the seal of the university, the device to be a hand pointing forward and upward." But not until April 9, 1852, did the executive board formally adopt as the permanent seal the one with the now familiar legend: "UNIVERSITAS ROCESTRIENSIS—MELIORA—MDCCCLI." The exact significance intended for the date is not apparent, as the university was founded in 1850, and not in 1851. Nor is it improbable that the date on the seal, widely published as an imprint, has had much to do with causing the date of the founding of the university sometimes to be erroneously stated as being 1851, instead of the true date—1850.

The importance of providing as soon as possible a good library for the university was well understood. Ten days after the opening of the university, the faculty appointed Professors Kendrick and Smith a committee to confer with the executive board in relation to the expediency of purchasing at once the beginning of a library. That led to a request from the board for a report from the faculty on the subject of the library

and the kinds of books needed, with a list of such books. Furthermore, to aid in meeting immediate needs, the board instructed its chairman to inform the students that arrangements would be made to secure for them for a year the use of the library and reading-room of the Athenaeum. The making of such arrangements, however, was abandoned; and the matter of obtaining the privileges of the Athenaeum, which could be got for $1.00 a year, was left to such students individually as desired them. That was caused by a request from the Delphic and Pithonian literary societies, which had previously been organized, that the sum intended to be used to secure those privileges for the students should be diverted toward fitting up the rooms of the societies; and, as a result, the board voted to appropriate to the two societies a sum sufficient to carpet their rooms at a cost not to exceed 75 cents a yard for the carpet.

That some rather extravagant plans for a library—or for a sort of combined university and public library—were entertained, was revealed by *The Annunciator* of January 1, 1851, which said: "An effort will soon be commenced to raise fifty thousand dollars to purchase books and erect buildings for a university library. . . . . A great depot of intellectual wealth and wisdom is needed in this city, and in this section of the state. . . . . The ministers, doctors, lawyers, merchants, farmers, and mechanics of Western New York need a great literary rallying point. The library to be connected with the university will be open to all. It will be a full, free, and ever-flowing fountain." Following that statement and a separate reference to the fact that the names of some wealthy citizens of Rochester were not on the subscription list for the univer-

sity, it was said: "We are trusting to this reserved strength for a grand dash at our fifty thousand dollar library fund." But apparently no part of that fund was raised, conditions evidently having been found to be against anything being done toward making the "grand dash" for it.

When the executive board fixed at $6.00 each the charge to be made for diplomas, it provided that the proceeds should go to the library fund. But appropriations from the general funds of the university were what had to be depended upon for purchases of books, which necessitated buying only to meet actual requirements; yet they were presumably sufficiently met, for they were not very great at that time. Besides, moderate sums would then buy more books than now.

According to the records of the executive board, the following accounts for the library were approved in 1851: On February 3, those of William Alling for $133.66, David Hoyt for $63.00 and Sage and Brother for $330.00; on May 5, an account for $39.75; on June 2, one of Dr. Maginnis for $30.00 for a set of thirty volumes of *Rollin*, in French; on July 22, accounts of $281.09 for books, an account of $100.00 for the *North American Review*, another of $100.00 for the *Edinburgh Review*, and one, in favor of "A. H. Mixer,[6] for librarian, in full, $20"; and on

[6] *The Annunciator* of January 1, 1851, gave A. H. Mixer, Forestville, as a resident graduate, another being Oscar Howes, Carmel; but on March 17 the faculty recommended to the executive board that A. H. Mixer be appointed tutor, with the privilege of giving private instruction in the university under the direction of the faculty; and the first catalogue gave, as one of the faculty of instruction, "Albert H. Mixer, tutor"; it also named him as being the librarian.

October 6, for *Annals of the Poor*, $15.00, and for Sparks' *Biography*, $10.50. In 1852 the expenditures for books amounted to $2,083.17, which included $1,180.53 for two lots of books from English sales, and $300.00 for books to be purchased abroad by Dr. Kendrick. Besides, $10.00 was paid for reviews and $20.58 for binding. In 1853 the bills for books amounted to $663.42, including $301.61 for books imported from Germany and $15.00 for a set of the *American Almanac*. In 1852 the library was insured; and in 1853 a "fire annihilator for protection of library" was purchased for $25.00.

That what was being done toward building up a library commanded respect and awakened interest was indicated by several gifts of books which were made for the purpose of aiding in the undertaking. In February, 1851, Dr. John F. Boynton, of Syracuse, after delivering in Rochester a course of lectures on geology and related subjects, gave an extra lecture, on "Egypt," the proceeds of which were to be applied on the purchase for the university library of the work on *The Monuments of Egypt and the Nile*, by Lepsius, which was being published under the patronage of the Prussian government. On August 18, 1851, the *Rochester Democrat* reported that Rev. Mr. Holland, of Boston, formerly pastor of the Unitarian church in Rochester, had made a large and valuable contribution of books to the library of the university.[7]

On March 15, 1852, the *Democrat* published the

[7] This gift was especially significant because Mr. Holland had declined to lend his aid to the university project of 1846 because he deemed it sectarian in character and was opposed to any particular denomination having a majority on the board of trustees. *Rochester and Colgate; Historical Backgrounds of the Two Universities*, p. 18.

statement of an unnamed correspondent who, in sending it an excerpt from a letter to Professor Richardson written by Rev. William Dean, of Hong Kong, China, said: "It is a pleasant thought that the University of Rochester already has warm friends in the most distant lands, and a reasonable anticipation that coming generations will be blessed with large accumulations of historic, scientific, and religious literature, the beginnings of which are so promising." Following that was printed the excerpt from the letter of Dr. Dean, in which he said: "I send you a box of curiosities, containing idols, shells, &c, and some Chinese books, native and Christian, which may prove the nucleus of a Chinese library. . . . . Should these reach you and prove acceptable, I shall in the future obtain and forward others. I should like to have a good Chinese library accessible by the students at Rochester, and to have them acquainted with its contents. I believe that it would promote general literature and Christian missions."

In 1853, "a benevolent gentleman in Newark . . . . purchased 55 volumes of collections of the various historical societies, and forwarded them to Rochester," as a beginning for a department of American history. They cost, or were valued at, $150.00. "Another handsome gift" consisted of a copy of Lord Kingsborough's *Antiquities of Mexico*, in nine large folio volumes, valued at $200.00, which was purchased for the university by David Mills, Esq., of Brooklyn. The *New York Recorder*, in announcing this gift, said: "We are confident that there are many more who are ready to carry on the work until Rochester shall have one of the best libraries in America.

Who will come forward and build a fireproof building to hold the treasures already accumulated?" Books donated by Rev. M. Howard, John V. L. Pruyn, W. H. Seward, and A. M. Schermerhorn were estimated to be of the value of $250.00. Mr. Pruyn's gift was an encyclopedia, in twenty-two volumes. Theodore Van Heusen, a merchant of Albany, presented a volume on the lives of American generals and commodores, with descriptions of medals struck off in their honor, and along with the book a collection of fifty-eight medals, which were appraised as being worth $68.00.

Moreover, the university had the benefit of the valuable library, alongside its own, which the Rochester Theological Seminary was building up. In fact, the two libraries were conducted more or less as one, under one librarian for the two. This, besides the general advantages which it afforded, enabled some of the expenses of conducting the libraries to be divided, as well as conduced to a saving in the purchase of works of reference which, if placed on the shelves of either library, would answer for both libraries.

In the first catalogue of the university the statement was made: "The library is open daily for consultation, and twice a week for the drawing of books. All the students have access to both the library and reading room by the payment of a small fee." The first sentence of the statement was changed in the catalogue for 1851–52 to read: "The library of the university and [that] of the theological seminary, amounting to over 3,000 volumes, are in the same room, and are open daily for consultation, and twice a week for the drawing of books." The catalogue for

1852–53 said: "The libraries of the university and of the theological seminary, amounting to nearly 10,000 volumes, are in the same room." That increase in size was largely owing to the fact that the seminary had acquired what had been the private library of Neander, the German ecclesiastical historian, which contained some "4,600 volumes and numbers."

Printed "Regulations for the Library," which were adopted in January, 1853, stated that "the privileges of the library, as provided in these regulations, shall be enjoyed by the trustees, officers, and students of the university and the theological seminary, and resident graduates. . . . . During term time, the library will be open for taking out and returning books, on Saturdays from 10 to 12 o'clock, A.M.; and for consultation, on every other secular day from 2 to 3 o'clock, P.M. . . . . The library shall be examined by a joint committee of the two boards, in connection with the librarian, on the Monday preceding each annual commencement, and its condition reported to the boards."

A Syracuse journal, in referring to the two libraries as one, said that "the university has, for a young institution, one of the best libraries we have ever seen, ... selected by the most experienced bibliothecaries, and devoid of old lumber and trash of all kinds."

Much less than what was done toward providing the university with a good working library was called for to meet the requirements for apparatus, partly on account of the nature of the course of study which the students desired to pursue. The first catalogue said: "By the liberality of several gentlemen, a valuable cabinet of minerals has been secured. The university

has also the use of good apparatus for experiments in natural philosophy and chemistry, until the apparatus being made for it shall be completed." At a meeting of the executive board in May, 1851, the subject of purchasing minerals and geological specimens was referred to the chairman and to Dr. Dewey. At that time also, a bill for $16.50, for cases for cabinet, was approved.

In 1851 five bills, amounting to $146.43, for philosophical apparatus, were approved, one of them being for $10.75 for "expense of fixing apparatus for keeping account of weather," and another including some amount for chemicals. In addition, there was a bill from William Pitkin for $17.31 for chemicals. As belonging to the account for philosophical apparatus, designations were made in 1852 of a "bill of Dr. Dewey's for additions, $21.34," and of another bill of his for $14.21. In May of that year it was voted to purchase, for the mathematical department, a surveyor's compass and a Gunter's chain, amounting to $150.00, after which there came a bill of $8.00 for tripod and chain, and one of $5.00 for surveyor's stakes. As an aid for the teaching of anatomy, there was presented to the university a human skeleton valued at $34.00, which was described as "having the excellence and perfection of the French skeletons." To "apparatus account," in 1853—up to July—were charged: cost of box for skeleton, $7.75; fixing sextant, $10.50; fire-annihilator, $25.00; and mahogany stand for prism, $5.38. For philosophical apparatus, there were two bills—one for $11.00; and "Dr. Dewey's bill, $12.26."

That the university was not developed faster in

its early years, and especially that steps were not taken toward adding other departments and making of it a real university, was to the great credit of the trustees and officers, for it was meeting the most important requirements and had hardly the means with which to do what it was doing, without attempting more. Nevertheless, a correspondent, supposedly well informed, wrote in January, 1851, to the *New York Recorder* that "before long a law school, an agricultural school, and perhaps a medical school, will be connected with the university." At about the same time it was also stated that "a museum for whatever is rare and curious will soon be commenced." But none of those things was done.

When the informally called meeting of trustees was held on May 13, 1850, the Central Medical College, an eclectic institution which existed in Rochester from 1849 to 1852, requested a committee of conference. After there had been a year's deliberation, the executive board, in May, 1851, directed its chairman to inform the medical college people that the university was "not prepared to form a medical department."

For an agricultural school or department there was a considerable demand from the rural districts for some distance round about Rochester. The main reason for that was that the farmers were suffering from the competition of the rapidly developing wheat-growing states of what was then the "West," and wanted the aid of science to help them overcome their disadvantages. Naturally, therefore, the subject of meeting that want was given consideration by the founders, and afterward by the trustees, of the uni-

versity. In the resolutions which were presented by the committee on the plan of instruction and which were, on September 16, 1850, adopted by the board of trustees, subject to necessary modifications, it was provided that the department of natural sciences should cover "chemistry, ... and especially agricultural chemistry." Furthermore, on July 14, 1852, the board of trustees adopted a resolution, "That the subject of establishing an agricultural department be referred to the executive committee, with instructions to mature a plan, if they shall deem it expedient, and report the same to this board, at its next annual session, or at a special meeting to be called for that purpose."

Previous to that, a plan had been suggested to the university, as well as had been suggested to other educational institutions in the state, to establish an agricultural department with seven professorships, to be maintained by an endowment to be obtained by the sale to farmers of perpetual scholarships at $150.00 each, payable either at once or in ten annual instalments, which plan, of course, was wholly impracticable. Later it was said: "The University of Rochester has designed from the beginning to shape its course of education to meet the wants of the people, and to make the subject of the great principles of agriculture a prominent one in it. Its board early contemplated such a course in chemistry and the sciences connected with the subject as would be needed, and to make the advantages accessible by those who did not desire the courses in mathematics and languages. This could not be done at once, and would require additional means. A literary and scientific institution was first to be provided for, on the general plan which has been adopted

in our country for the last fifty years amidst all the proposed improvements and the increased number of the colleges." The "additional means" required for the establishment of an agricultural department never having been provided; no such department was ever established in the University of Rochester.

The establishment of a law school was also considered for a while, but was likewise finally given up, and probably for the same reason.

An application received from Signor Martinelli to be appointed an instructor in Italian and Spanish was before the executive board on November 7, 1850, discussed on December 5, and on December 9 referred to D. R. Barton and Professor Kendrick, "with power," the result being left to be inferred from the fact that the appointment was not made, most likely because there was no particular occasion for it at that time.

Nor were these things any evidence of weakness or deficiency in the university as a collegiate institution. It took up its work much as if it had been in existence for years, so that it was said soon after the close of the first term: "The university has done much, even during its short existence, to awaken a taste for literature and a desire for intellectual cultivation. At all points it is working better than was anticipated. In not a single respect, thus far, has it failed to meet the most sanguine expectations of its friends and founders."

The *Democrat* of February 22, 1851, said: "The lectures which have been given by the professors of the university show the immense resources of learning and eloquence which have been added to us." This

statement was made following one that a lecture which Professor Kendrick had delivered on the preceding Thursday evening "was a beautiful and finished production, abounding with felicitous and sparkling passages which drew out the warm applause of the audience." The lecture was one which it had been arranged to have delivered before the Delphic Literary Society, but the place of the delivery of which had been changed, "at the solicitation of several citizens," to Corinthian Hall. The theme of the lecture was described as being the importance of *thinking* and of the cultivation of the powers of the mind by reflecting on and analyzing every subject presented to it.

In the spring of 1851, Dr. James Webster, a physician of Rochester, gave gratuitously, in the university chapel, a course of lectures on anatomy and physiology, which was attended not only by the students of the university but by many of the townspeople also. At the close of the course, he made a passing allusion to the city's "welcoming the university as one of its proudest institutions."

The first catalogue of the university said:

"It is the aim of the faculty, in connection with the discipline of the intellect, to inculcate a pure morality and the great truths of the Christian religion. As, however, their supervision over the students is necessarily restricted, it is important for parents to place their sons, especially those of immature age, under proper guardianship. There are no public religious exercises held in the university on the Sabbath, and the attendance of students at public worship is left to the control of parents and guardians.

"Public exercises. 1. Junior exhibition, on the

third Friday in the second term. 2. Prize declamations of the junior, sophomore, and freshman classes, on the Monday evening preceding commencement. 3. Commencement, on the second Wednesday in July.

"Expenses. Board can be obtained in private families at prices varying from $1.50 to $2.00 per week. Tuition per annum, $30.00. Incidentals, $6.00."

Correspondence published in the *New York Recorder* stated that board in clubs with washing, was obtained for $1.12½ a week, and that room rent in the university building was from $2.00 to $3.00 a term. *The Annunciator* of May 1, 1851, reported that a number of young men were boarding themselves at from 63 to 80 cents a week, having food prepared and sent to their rooms.

The first junior exhibition was held on Friday evening, January 31, 1851, in Corinthian Hall. That hall, an advertisement declared, had been "pronounced by competent judges the most splendid and commodious in the United States, for the purposes for which it was designed"; it was 70 feet wide by 82 feet long and 27 feet high; and had comfortable, cushioned seats for an audience of 1,200 persons; while the stage was "unrivaled in size and beauty, and ornamented with Corinthian columns and capitals." Another account gave the seating capacity of the hall as 1,600. The hall was in the Athenaeum building. After the junior exhibition, the *Democrat* said: "We take it that the crowded audience in Corinthian Hall on Friday evening became convinced that the beneficial influence of the new university is not to be confined to those who receive instruction within its walls. There can be no question that the brilliant throng of intelli-

gent people who assembled to listen to the exercises were highly gratified. . . . . A choir composed of students varied the exercises most agreeably by songs sung with fine effect and skill, equaling anything of the kind heard in the same place. . . . . Three prizes are to be awarded for the best orations."

In 1852 the junior exhibition and the anniversaries of the Delphic and Pithonian literary societies were apparently held as one event. In 1853, the *Democrat* of January 28 said that the speakers for the junior exhibition, which was to be held that evening in Corinthian Hall, and which "always attracts a full and intelligent assembly, and has invariably given great satisfaction . . . . are chosen from the junior class by the two literary societies, with whose anniversary the exhibition coincides. We understand that the orations and poem, which are all original, are of a high order, and that the exercises will be enlivened by a good band."

On January 10, 1851, occurred the dedication of the "hall" of the Pithonian Literary Society. On January 13, the *Democrat* said: "Their hall is most tastefully decorated. The carpets, rostrum, lamps, chairs, reading desk, &c., are suitable and beautiful. The dedicatory exercises were highly interesting. . . . . After the regular exercises were over, there was a running fire of wit and wisdom from Messrs. Dewey, Raymond, Richardson, Smith, Conant, General Gould, Everard Peck, Esq., Sage, Wilder, and others. The beautiful and good goddess Pytho having been duly installed, the assembly separated, delighted with the evening's entertainment and the future prospects of the University of Rochester."

On Friday evening, May 9, 1851, what was termed the first public demonstration of the Delphic Literary Society was made in the Tabernacle Baptist Church, on North St. Paul Street near Andrews Street. The exercises, which were opened with prayer and closed with a benediction, consisted of an oration on "The Spirit of Innovation"; a reading of the "Delphic Oracle"; a debate on the question: "Have the Events of the Last Five years in Europe Advanced the Cause of Liberty?"; and an oration on "The Higher Law."

According to the catalogue for 1851–52, a missionary organization, called the "Judson Society of Inquiry," was established soon after the opening of the university and held two public meetings monthly —one for prayer and the other for a report on some important theme connected with the missionary enterprise. The catalogue for 1852–53 said that the society was composed of members of the university and of the seminary. Both catalogues said that weekly prayer meetings were held in all the classes of the university.

When the question of whether the catalogue of the university for 1851–52 and the one of the seminary should be published together, or separately, was presented to the trustees of the university, they expressed themselves as favoring separate publication of the university catalogue, although they said that the two catalogues might be "circulated together under the same cover," so far as might be desired. But when the time came to have the third annual catalogue of the university (that for 1852–53) printed, the executive board directed 500 copies of it "to be bound up single, and 2,000 copies to be bound up with the cata-

logue of the theological seminary." Likewise, some copies of the two catalogues for the following year were bound together, the university catalogue being placed first, while on the cover was printed:

University of Rochester.

Rochester Theological Seminary.

How the Roman method of pronouncing Latin came to be introduced into the university was explained by Professor Richardson in the Preface to his book on *Roman Orthoepy: A Plea for the Restoration of the True System of Latin Pronunciation*, which was published in 1859. He said that, having been for years dissatisfied with the English mode of pronouncing Latin, immediately after the organization of the University of Rochester he made a careful examination of the whole subject of Latin pronunciation and, with the consent of the other members of the faculty, adopted the Roman sounds of the vowels and diphthongs, and of the consonants *j*, *s*, and *t* but shrank from changing to the Roman sounds of *c*, *g*, and *qv*.

Then, in the latter part of 1851, there appeared in the *New York Recorder* a review by Robert Kelly of a treatise on Latin pronunciation. Mr. Kelly was "one of the founders and most influential managers of this university, and a man of the highest style of classical scholarship," who, in that review, earnestly and ably advocated the general adoption, in our literary institutions, of the Roman method of pronouncing Latin. "Delighted with the suggestions of this reviewer, which," Professor Richardson went on to say, "were in such full accordance with my own convic-

tions; and, greatly strengthened in the soundness of those conclusions by his cogent reasonings and illustrations, I determined to introduce the true system *entire* to my own classes, without waiting any longer for the co-operation of other institutions." He added that in this he had had no occasion for self-condemnation. He had met, as he had expected, with some opposition and a little reproach; but he had been more than satisfied with the working of his system, and he had been sustained and cheered by the cordial sympathy and co-operation of his pupils.

The professorship of the Greek language and literature, the board of trustees voted, in July, 1851, was to be designated the "Munro professorship." No reason for this was recorded. But the published *List of Contributors to the Various Funds of the University of Rochester from Its Founding to October, 1898,* gives, as one of the professorship funds, "John Munro Fund, $15,000." It may also be recalled that John Munro, of Elbridge, was on the founders' list, as a subscriber of $3,000 for the university. Resolutions adopted by the board of trustees in 1860, described Deacon John Munro as having been an active and liberal friend of high education, and one of the "earliest, firmest, and most faithful" members of the board, adding, that his "labors, councils, and liberality in the establishment of this university have deserved the profound gratitude of his friends, and now for him a distinguished place among those who will be associated with its early history."

In May, 1851, the faculty took up the question of dispensing with a Latin salutatory but concluded that "for the present year we deem it advisable to con-

form to the established order of commencement exercises." At the same time it was decided that there might be a Greek oration also and that, in addition, each member of the graduating class should be allowed to deliver an English oration. Another decision was that the delivery of prize declamations on the Monday evening before commencement should be limited to the sophomore class. In September it was decreed that the members of the senior class should deliver original orations on Saturday mornings, in connection with the chapel exercises, the order in which they should appear to be determined by lot.

At the beginning of the fall term in 1851, Isaac F. Quinby became the professor of mathematics and natural philosophy, superseding Acting Professor E. Peshine Smith, who, to meet an exigency, had temporarily, and very satisfactorily, filled the position the first year. Lieutenant Quinby, as he was then called, was a graduate of the West Point Military Academy who had been made an assistant professor there, serving one year in the department of pure mathematics and two years in the department of natural philosophy, after which he had rendered active service in the military operations against Mexico. He was said to be an "ardent Episcopalian."

For the third year there were two changes in the faculty. Professor Kendrick was granted a leave of absence for a trip to Europe and particularly a visit to Greece, which he undertook partly in the hope of its benefiting his health. During the period of the trip, Dr. Conant had the oversight of the department of Greek. Then, A. H. Mixer having resigned as tutor, in order that he might go to Germany and France for

purposes of study, Herman Lincoln Wayland, a son of the president of Brown University, was appointed tutor in Greek and history. His salary was first fixed at $400 a year but was changed to $500.

In April, 1853, the board of trustees voted that from the first of that month the salaries of Professors Kendrick, Richardson, Raymond, Dewey, and Quinby should be $1,400 each, a year.

The delay in securing a president for the university was entirely unanticipated. When, in December, 1849, application was made for a charter, it was stated that it was intended that the university should be "fully organized without delay, by the appointment of a president and suitable professors." Barnas Sears, who was then the secretary of the Massachusetts Board of Education and who, in 1855, became the president of Brown University, was the first selection for president, and must have given considerable encouragement, for, on November 28, 1850, the executive board voted that the election of the president should be left open for the year, provided there were intimations from Dr. Sears warranting a belief that he would then accept. Again, in May, 1851, the board voted further to "guarantee to the president a salary of $1,800," having "special reference to Dr. Sears." But, for some unrecorded reason, his services were not obtained.

Then, on July 14, 1852, at a meeting of the board of trustees, "after a full and free discussion of the subject of a financial and executive head of the university, John N. Wilder was unanimously elected president, the compensation to be $1,200 per year"; after which "Chancellor Harris and Hon. William

L. Marcy were appointed a committee to wait upon Mr. Wilder and inform him of his appointment as president." However, Mr. Wilder subsequently declined to accept the office; according to a report, on account of business arrangements which he had previously made.

Nine months later, at an extra meeting of the board of trustees, Robert Kelly presented a resolution, which was adopted, that a committee be appointed to correspond and confer with Professor M. B. Anderson, of New York, on the subject of the presidency of the university, and to tender him the office, if he should be found open to the acceptance of such tender, the compensation offered not to exceed $1,800 per annum. Robert Kelly, Ira Harris, William R. Williams, John N. Wilder, and William N. Sage were appointed that committee. In addition, John N. Wilder was appointed a committee to confer with the faculty on the subject of procuring their co-operation in securing the services of Professor Anderson as president. Professor Anderson was a prominent Baptist and at that time the editor of the *New York Recorder*, who had previously been for years a professor in Waterville College (now Colby).

In his letter of acceptance, dated July 1, 1853, Professor Anderson said: "Past experience as a teacher has made me somewhat acquainted with the arduous, responsible, and often thankless duties of the post to which you have called me. . . . . Considerations of a personal nature alone would have led me at once to decline the proposal which your letter conveys, but other motives which it seemed wrong for me to disregard have so influenced my mind that I have decided to

accept the office which you have tendered me. . . . . In the discharge of the trust committed to me I can only assure the board of my earnest disposition to labor with fidelity and diligence in promoting the interests of the university; relying upon that Divine Being under whose guidance the institution has reached its present vigorous condition, to render that labor efficient and to remedy those personal deficiencies of which none can be more vividly conscious than myself. The success of the university must be the gift of God. . . . . The foundations of this university were laid in faith and prayer. Its patrons had in view the glory of God and the highest well-being of man. So long as it shall continue true to its original design we may confidently expect the best wishes of the good and the favor of the Almighty."

Two changes in the board of trustees should be noted. In July, 1852, Azariah Boody, a public-spirited citizen of Rochester who was a successful railroad contractor and a vestryman in St. Luke's Episcopal Church, was elected a trustee of the university to fill the vacancy caused by the death of Frederick Whittlesey. In April, 1853, Matthew Vassar, a Baptist, of Poughkeepsie, was chosen to fill the vacancy occasioned by the resignation of Henry Tower.

It was a coincidence only that immediately after the election of Mr. Boody as a trustee, the board appointed a committee of eight (which, however, did not include Mr. Boody) to select and procure a site for the permanent location of the university, provided that it could be procured gratuitously or that funds could be raised for that specific object, and with the further restriction that the committee was not author-

ized to pledge the corporation to erect any buildings on said site until sufficient funds should be raised for that specific purpose.

The selection of a permanent site became a "vexed question" before it was finally settled after a year's time. That was owing to a desire to make no mistake but to select the most suitable site available, concerning which there were different opinions. "C. D." (Dr. Chester Dewey) said, in a communication published in the *Democrat* of April 14, 1853: "The time is at hand when the location of the university buildings is to be settled. Of whatever denomination the citizen may be, he cannot but feel that the location is an interesting matter. The university is a fixed fact. . . . . Three or four sites have been mentioned, perhaps more: The Lake View elevation, the Munger farm, the Wadsworth tract, and the Boody grounds.[8] . . . . But I wish to call the attention of the city to another point—the most desirable location, in itself, is the *most central*. . . . . It is to be found on Brown's Square."

Again, said "C. D.," as published on April 29: "The University of Rochester is like most of the colleges of the northern states, not denominational.

[8] At another time "C.D." included in his list the Graves farm, on North St. Paul Street, saying that they were "all elevated enough, all attractive, all excellent, but all removed from the center—the last the least removed." The *Democrat* of May 20, 1853, in recording the sale of "the property known as Lake View," described it as being located on State Street, near the northern boundary of the city, and as consisting of four acres of improved land, with two commodious buildings, one of which had been used for a water-cure institution. The Wadsworth tract was north of Griffith Street and east of South St. Paul Street (now South Avenue). The Munger tract was a little farther south, but north of Gregory Street, just west of the Genesee River—about one mile from the center of the city.

Hamilton and Union colleges are not denominational. The colleges of New England, except one or two, are not denominational. Yale College and the University of the City of New York are not denominational. Nobody calls them such, because they have nothing denominational in their organization or operation. The same is true of the University of Rochester, and no mind should abuse itself by supposing otherwise. But if it were otherwise, its location on the said square would be no less desirable as the ornament of the city." In the *American*, he made the statement that, "Many have said it would be preferable, if the university cannot be placed on Brown's Square, to build it up in the temporary place it has taken." Brown's Square was about three blocks north and a little west of that temporary place, and hence farther than it from the "four corners," or "center" of the city.

An advertisement in the *Democrat* of Tuesday morning, May 10, stated that, "Propositions for a site for the University of Rochester will be received by the committee on location, at the library of the university, at any time previous to Wednesday, at 9 A.M."

On May 8, 1853, Mr. Boody wrote to David R. Barton, with whom he had had a conversation relative to the locating of the university: "I take this method of authorizing you to propose, to the gentlemen composing the committee, to locate their buildings upon the site recently selected by the trustees of the Female College,[9] being the high grounds situated on the north

[9] In 1851 what proved to be a futile movement was started, to establish a "female college," or "female seminary," as it was variously called. On June 7, 1852, the *Democrat* reported that, at a meeting at which Lewis H. Morgan was appointed secretary, Azariah Boody, "with characteristic gener-

side of Riley Street [now University Avenue]. I will donate for that purpose eight acres of land, which is an addition of two acres to that offered to the trustees of the Female College." He said that he had no desire to have the university buildings located upon any site that was not convenient and well adapted to promote the very best interests of the institution. Furthermore, as the committee were entertaining propositions of a similar character from other gentlemen, he begged that his proposition should be withheld from the committee until they had fully decided to select a site for the university on his lands on Riley Street, as his proposal was made with no intention of competing with, or rivaling, the proposals made by others.

On May 12, the *Democrat* stated that it understood that the committee on location, "after a faithful and critical examination of the liberal propositions and points" for locating the buildings of the university, had resolved to accept Mr. Boody's offer, subject to the approval of the board of trustees. The next day the site was described as being a high, level piece of ground, in a salubrious district, which within a few years had become a favorite location for the residences of some of the wealthy citizens of the city, so that in the vicinity there was a cluster of elegant dwellings, surrounded by handsome, ornamental grounds; and there were few precincts that abounded more largely in all the delightful characteristics of a suburban, rural landscape. Still, there was a prevalent opinion that

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osity, offered for the acceptance of the institution a site for the same, valued at $10,000." Among the active participants in the meeting were Dr. Dewey, General Gould, and Professor Raymond.

P. J. LIBRARY K. C. K. BAPTIST SEMINARY

the interests of the university and of the city would be better promoted by a central location. Besides, there had to be considered the possibility that, through the interests to be affected by the choice of a central site, donations of buildings, or funds for the erection of the necessary structures, might be made.

Finally, in July, the board of trustees voted to accept Mr. Boody's proposition. Fourteen members of the board voted to do so, while John N. Wilder, E. F. Smith, William Pitkin, and William N. Sage voted against it. Mr. Boody was not present when the vote was taken. After thus voting, and then appointing a committee to procure the transfer of the eight acres, the board appointed a committee "to purchase the land surrounding the location, as they may deem best for the university."

The first annual report which the trustees of the university made to the Regents of the University of the State of New York was of the date of January 5, 1852, but was described as being for the collegiate year which ended July 9, 1851. It gave the value of the property of the University of Rochester used as permanent or fixed capital for purposes of instruction, etc., as $17,825.21; other assets, including subscriptions, with the one of $10,000 for a site, $123,298.38; income for the financial year extending from November 1, 1850, to January 1, 1852, $13,487.74; expenditures, $12,686.69; and the only debt existing against the university as being a mortgage on its building, for $6,000. The report stated further that the university library, consisting chiefly of standard works in English literature, and, embracing some which were very rare and valuable, contained about 2,000 volumes, re-

cently purchased at a cost of $2,278.21. There was an equipment of chemical and philosophical apparatus purchased at a cost of $500.00, in addition to which the university had the use of several valuable articles which it did not own. There was also a cabinet of several thousand specimens of minerals, valued at $650.00. The necessary annual expenses of a student in the university were $30.00 for tuition, $4.00 for room rent, $6.00 for incidentals, and, it might be estimated, $75.00 for board, washing, fuel, light, etc., making a total of $115.00. Of the 82 undergraduate students enrolled during the year ending in July, 7 were honorably discharged, 3 left from causes unknown, and 5 were dropped on account of defective literary standing. The number of students in the university at the date of this report (January 5, 1852), was 109. During the past year a course of lectures was given on each of the following subjects: Greek philosophy, Greek literature, Roman literature, English literature, natural philosophy, astronomy, chemistry, geology, political economy, anatomy and physiology.

The report of the trustees for the second year, which ended on July 14, 1852, stated that during the year there were no students in the scientific course, except in the freshmen and sophomore classes; that near the close of the second term the members of the freshman class in the scientific course left that course to prepare for the classical; and that, before the close of the second term, some of the members of the sophomore class in the scientific course "relinquished their course of study, and the others left the scientific section to prepare for the classical." The report for the year ending July 13, 1853, stated: "During the last

collegiate year there was but one student in the scientific course." These statements perhaps throw some light on why the university was for years apparently much more concerned with the classical than with the scientific course which had been planned in a liberal spirit, but was not particularly developed. Still the annual catalogues up to and including that for 1855–56 continued to say: "The plan of instruction is so adjusted as to allow any who chose to omit the study of Latin and Greek, either throughout the course, or, with the advice of the faculty, after the completion of the sophomore year, substituting in their stead modern languages and a more extended mathematical and scientific course." After that the wording was, for a while, "Latin *or* Greek."

"German Department in Connection with the Rochester Theological Seminary and the University of Rochester," was the heading under which the *New York Recorder* published a report dated September 18, 1851, which stated that because young German brethren, whose hearts had been inclined to the work of the ministry, had applied for admission to the seminary, it became necessary to provide a course of instruction adapted to their circumstances and wants. In consequence, the board of the New York Baptist Union for Ministerial Education had, at a recent meeting, adopted such a course, combining instruction in the German language with the usual course in literature, science, and theology—these studies to be prosecuted, as far as practicable, in connection with the regular classes in the university and the seminary.

For a while it was thought that the opening of the university for the fall term of 1852 might have to be

postponed on account of the epidemic of cholera which prevailed in Rochester in the summer of 1852. However, there was such a subsidence or checking of the disease before September that it was felt safe to commence the work of the term at the appointed time, on the eighth of that month.

For the first commencement, the board of trustees of the university voted to confer the honorary degree of Doctor of Laws on Washington Hunt, governor of the state, and on Addison Gardiner, of Rochester, who was a justice of the court of appeals of the state; the honorary degree of Doctor of Divinity on Rev. William Dean, a Baptist missionary in China, and on Rev. Henry W. Lee, rector of St. Luke's Episcopal Church of Rochester; and the honorary degree of Master of Arts on Lewis H. Morgan, lawyer and ethnologist, of Rochester, on Rev. Henry E. Peck, pastor of the Congregational Church of Rochester, on Rev. J. S. Backus, a Baptist minister in New York City, and on Rev. Peter B. Haughwout, of Nunda. The board also voted to confer the degree of Master of Arts on Albert H. Mixer, and the degree of Bachelor of Arts on the ten members of the senior class.

The exercises of the first commencement week of the university were opened on Monday evening, July 7, 1851, with the sophomore exhibition or prize declamations. The commencement exercises were to have been begun with a sermon on Sunday evening, before the Judson Society of Inquiry, but the sermon was postponed on account of the sudden illness of Dr. William R. Williams, who was to have preached it. The exercises on Monday evening, which were opened with prayer, were interspersed with music, and were

closed with a benediction, were held in Corinthian Hall, which was "filled to the extreme limit of comfort." According to the *Democrat*, the ten declamations delivered "were listened to with unflagging interest to the last, and the character of the whole was such as to reflect great credit upon the class and the university." E. J. Goodspeed, of Glens Falls, won the first prize.

On Tuesday evening, "Corinthian Hall was filled by the largest and most brilliant assembly ever convened within its walls, to hear the address by Rev. Henry Ward Beecher, and the poem by Park Benjamin, Esq. [of New York], before the literary societies of the university." The subject of the address was "Character"; of the poem, "Money and Its Superiors."

Wednesday, July 9, was commencement day proper. The exercises were set to be held in Corinthian Hall, at 10:00 A.M. The hall, it was announced, would be open from half-past eight until half-past nine, for the admission of ladies only, the raised seats on the sides of the hall being assigned to them, while the seats in the body of the hall were reserved for the procession and citizens generally. As reported by the *New York Recorder:* "At an early hour the public rooms of the university were thrown open, and large numbers of clergymen, citizens, and invited guests assembled to join . . . . the procession, which passed through Buffalo Street and the Arcade to the hall, in the following order:

Scott's Brass Band,
Janitor of the University,
Students of the Grammar School,

Freshman Class,
Sophomore Class,
Junior Class,
Students of the Rochester Theological Seminary,
Teachers of Select and Public Schools,
Officers of the Athenaeum,
Board of Education and Officers,
Mayor, Common Council, and Officers,
County and State Officers,
Strangers and Invited Guests,
Founders of the University,
Clergymen and Editors,
Judges of the Supreme and County Courts,
Trustees of the Rochester Theological Seminary,
Graduating Class and Candidates for Degrees,
Faculty of the University,
Board of Trustees of the University,
Chancellor of the University, and President of the Board,
Sheriff of the County.

"The *Rochester American* speaks of it as 'the largest and finest civic procession' that had ever been seen in the streets of that city. The Oxford cap, surplice, and fine person of the chancellor formed a special point of attraction to the thousands who thronged the streets to gaze as the procession passed. . . . . The hall was crowded to its utmost capacity, containing, as near as we could judge, from eighteen hundred to two thousand persons. The fair forms and elegant costumes of the ladies, surrounding the center, which was entirely occupied by men, formed a unique and beautiful border, like a fringe of flowers around the walls of the building."

The exercises in the hall began with music followed by a prayer by Dr. Kendrick. There were a

Latin salutatory, a Greek oration, ten English orations by the ten members of the graduating class, and an oration by Albert H. Mixer for the degree of Master of Arts. Music at intervals lent variety to the program, which, after the conferring of degrees, and an address by the chancellor, was closed with a benediction by Dr. Chester Dewey.

"Taking all the exercises of the day together," to quote again from what was designated "editorial correspondence" in the *Recorder* (presumably from the pen of M. B. Anderson), "the impression made upon the friends of the university, and the community generally, was in the highest degree satisfactory and pleasing. The universal feeling was one of gratitude for the past, and cheering and bright anticipations for the future. In looking over the history of the movement since the time that the subscription for the endowment was commenced (one year ago last January), we cannot but see the hand of divine Providence throughout. We have a university respectably endowed, with a complete and able faculty, a class of ten just graduated, and with *more students for the ministry on its list than any Baptist college in the world.* . . . . We are happy to see that our friends are determined not to pile up their endowment in brick and mortar. They will not, for some time yet to come, need any better conveniences than they now have. A college does not consist in buildings, but in libraries, apparatus, professors, and funds sufficient to meet all necessary expenses in a prompt and liberal manner. In finishing our account of the exercises, we should do injustice not to express the indebtedness of the friends of the institution to the indefatigable labors of

the president and of the secretary of the board of trustees—John N. Wilder and William N. Sage—together with the resident members of the executive board. Mr. Wilder has devoted almost his entire time and energies for more than three years past to the great work of founding this university. His liberal contribution to the endowment has been the least valuable of the services which he has rendered the cause. In mentioning these gentlemen we would not undervalue the equally zealous labors of our brethren, their coadjutors in thought and action. The friends of various denominations in Rochester, who, with commendable liberality, have given their influence and property to this enterprise, will have their reward in the delightful consciousness of having assisted to confer untold benefits on generations yet unborn."

Chancellor Harris, who presided over the commencement exercises, "with his accustomed grace and dignity," after conferring the degrees, said, among other things, in addressing the graduating class:

"We would not repress the buoyancy of spirits which forms the charm of early years, and yet we, who have seen more of the world, know how thickly your path will be beset with dangers; how varied and attractive will be the temptations to lure you into error; how frequent have been the instances in which the highest and most rational hopes have been blasted; and our fondest anticipations are not unmingled with trembling apprehensions. . . . . Permit me to warn you, affectionately but earnestly to warn you, of the danger of relaxing in those efforts and that diligence which alone can insure success. . . . . No important benefit is ever to be acquired without correspondent

exertion. Persevering, self-denying labor is the universal condition of excellence. Inferior and present gratification must be sacrificed for the sake of future and greater good. The scholar, above all others, should never forget that this is a fixed law of nature. . . . .

"It has been said that no man has a right to live to himself. If any one has that right, certainly it is not the man of education. He, above all others, is bound to exert his talents for the public good, to make his influence felt. He can only fulfil his duty by moving in his appropriate sphere, by becoming an active and useful member of the community in which his lot is cast. He may not, with innocence, desert the station assigned him. He has no right to play an under part in the great drama of human life. . . . . Ever keep in mind what you owe to your country and to your God, to your friends and to your character. Cherish a lively interest in everything that relates to human welfare. . . . .

"We may not hope that we shall all meet again upon a like joyous assembling. But we may hope—it is a blissful thought, a glorious anticipation—we may cherish the precious hope that, life's duties done, we may all meet again in another and a better world, and there, having passed our last examination, receive our last degree, a crown of immortality."

Of the chancellor's levee on Wednesday evening, the *Recorder* said that it was held in the university building, all the public rooms being thrown open for the occasion. The air of domestic comfort, which had so judiciously been given to the interior of the edifice, rendered it an appropriate place for the purpose; and

the ladies had added elegance to the whole scene by a plentiful distribution of lights and flowers. Nor was music wanting to complete the agreeableness of the occasion. As the invitation was general to all the friends of the university, the gathering was immense. The visitors were severally introduced to Chancellor Harris, who received them with characteristic urbanity and ease. Some slight refreshments were furnished in the course of the evening. Most of the citizens of Rochester were acquainted with the university building as it was previous to its being purchased by the university, it having been "an old tavern," as it was sneeringly called; "and they saw how a little judicious expenditure, falling far short of the amount usually thrown away in external ornament, had transformed the inside into one of the most convenient and comfortable college edifices it has ever been our pleasure to visit."

The *American* said: "We have rarely seen a greater social gathering of our citizens; the levee was attended by an immense number of persons, who crowded the building to its utmost capacity. A shower prevented such a depletion of the numbers present as would have been desirable, but the rain was no damper upon the enjoyment of the evening." As the *Advertiser* described it, "there was a perfect rush" to the university building; the chancellor's address was dignified and befitting the occasion, and the evening passed off pleasantly despite the great throng participating in its festivities.

"By the way," as a correspondent wrote a year later to an Albany journal, "you who have been wont to admire the fine personal appearance of Judge Har-

ris know nothing of the great dignity, and almost majesty, of presence which he assumes in his robes as chancellor."

On July 22, 1851, the executive board ordered to be paid, for the use of Corinthian Hall, $34.63; for flowers, $20.00; for the services of Scott's Brass Band, $52.00; Park Benjamin, for poem and expenses, $70.00; Henry Ward Beecher, for expenses, $25.00; and fourteen bills for commencement levee, probably most or all for refreshments and service, $177.41.

Much like the commencement of 1851 in general character, interest, and success, were the commencements of 1852 and 1853. Referring to the commencement of 1852 as a "literary festival," the *American* said: "The occasion has been one of great interest to our citizens and of especial pride to the immediate patrons and friends of the university. The anniversary has called together a large number of persons from all parts of the country, and among them many distinguished office-bearers in the church, and many eminent in civil life. . . . . The University of Rochester was established in this city in the fall of 1850, under the charge of a board of trustees containing many of the warmest and most active advocates of liberal education in the state. . . . . The faculty are gentlemen of extensive and varied acquirements, of large experience in instruction, and some of them are known world-wide for their attainments in science and letters."

Similarly, the *Democrat* stated that the commencement exercises had attracted to the city a large number of persons from abroad (outside of Rochester), and that the highest interest had been manifested

in the career of the young university, both by strangers and citizens. "There is no longer a doubt, if there ever was one, that the university will not only succeed, but take rank among the best colleges in the Union."

After the "literary festival" of the commencement of 1853, the *American* said that the attendance upon the exercises had been much larger than usual, and that the multitude of strangers in town had crowded the hotels and tested the hospitality of private citizens. On Wednesday the hall was packed with an eager multitude. The side seats were crowded with ladies, who overran also most of the body of the house, leaving the aisles filled with men standing. The faculty, trustees, choir, and others occupied the platform.

A correspondent wrote to the *New York Recorder*, as published in its issue of July 20, 1853: "We think we may say with truth that this institution presents an anomaly in the history of literary institutions. Without the progressive development usually incident to new undertakings, it has sprung forth at once 'full-born and glorious'; complete in all its departments, in the number of its students scarcely behind our oldest colleges, and in the standing and ability of its corps of officers second to none. We were surprised at the masses which thronged together to attend its anniversary; masses not only of citizens generally, but of old, staunch Baptists from all parts of the state, clearly evincing how deeply this institution is already seated in their affections. Several times during the exercises it was estimated that there were seventeen hundred seated in the hall, while hundreds left unable to obtain admission."

Notice was that year given through the press, by the superintendent of schools, that the public schools would be closed on Wednesday—commencement day—in order to afford the teachers an opportunity to attend the exercises at the university.

Chancellor Harris, after presiding at the commencement exercises on Wednesday and delivering a distinctive, characteristic address to the graduating class, concluded his term of service as chancellor of the university with the announcement that Professor M. B. Anderson had been elected to the office of president of the University of Rochester; the university having been most wise in selecting, and most fortunate in securing, the services of such a man.

The chancellor held no levee that year. Instead of it, as the *Democrat* reported on Thursday morning: "After the exercises yesterday, John N. Wilder, president of the board of university trustees, gave an entertainment to the faculty, graduates, and others. It was characteristic of his usual liberality and hospitality."

On account of their importance in connection with the further history of the university, the character, aims, and views of the vigorous first president of the university are considered briefly in the next chapter, where some interesting contemporary statements and opinions concerning them and him are given.

CHAPTER IV

MARTIN BREWER ANDERSON

MARTIN BREWER ANDERSON was born February 12, 1815, in Brunswick, Maine. His ancestry, on his father's side, was Scotch, of the north of Ireland; on his mother's side, English. He grew to be a man of over six feet in height, sturdy frame, and commanding appearance. Something of that may be attributed to the fact that in his youth and early manhood he worked much in shipyards. When he was eighteen, he was converted and joined the Baptist church. In 1840 he was graduated, as a Bachelor of Arts, from Waterville College (now Colby), Waterville, Maine. The following year he attended the Newton Theological Institution, at Newton Centre, Massachusetts. Then he was called into the service of his alma mater; first as a tutor in Latin, Greek, and mathematics; and, from 1843 to 1850, as professor of rhetoric and oratory, in addition to which, he was also librarian. In 1843 he married Elizabeth Gilbert, who, ever afterward, was a real helpmate. From June 12, 1850, until in 1853, he was the editor of the *New York Recorder*, which he and the Rev. James S. Dickerson had purchased in January, 1850. In 1853, Waterville College conferred on him the honorary degree of LL.D.

Dr. Anderson filled the office of president of the University of Rochester and served it whole-heartedly, to the utmost of his ability and strength, for thirty-five years. Broad and sound foundations had indeed already been laid for the institution, yet they needed not only to be maintained but enlarged upon and strengthened, in order to meet the requirements of succeeding years. Moreover, there were, from the beginning of this period, as there were before it, and as there probably always will be in the case of such an institution, acute financial and other vital problems to be grappled with. Hence both interest and importance attach to the personality of the man who became so identified with the university that he and it were counted almost as one. But even more interesting in this connection than the many laudatory posthumous descriptions and reminiscences of him are the estimates of his character and the statements of his characteristics and special qualifications for the position, with the remarkably true predictions of what he was likely to be and to do as president of the university, which were made by some of his contemporaries before he entered upon his distinguished career at Rochester.

In Rochester, the *Daily American* said of Dr. Anderson: "He is now in the prime of life, with a reputation at home and abroad [i.e., in other parts of the country] as a finished scholar, and as a man of more than ordinary attainments and capabilities. He is in all respects a man most suitable for the responsible and important duty entrusted to him—a duty of enhanced importance from the fact that the university is young and growing, and plastic to receive the impress of those who manage its affairs and govern its inter-

ests." To this it added: "The trustees have acted slowly and considerately, and we do not doubt wisely and fortunately. The omens are all propitious."

According to the *New York Courier*, "After mature consideration, Mr. Anderson deemed the claims of education in Western New York to be superior to those of his own interests, or of the many pleasant associations which his residence here has drawn around him. The faculty of the university will find in Mr. Anderson an agreeable associate, and the students will have in their president a man whose extensive and varied knowledge, not of books only, but of the world, will eminently qualify him to be their counsellor, while his genial disposition will endear him to them as a friend."

Another appreciative description was that of the *New York Independent*, which said: "We beg leave to congratulate our Baptist brethren upon an arrangement which we believe will not disappoint their most sanguine hopes as to the new university. President Anderson . . . . is a ripe and general scholar, both in literature and science, is courteous, dignified, yet simple and republican in his manners, capable of government and yet not disposed to engross control; makes warm friends and secures large respect among those whose esteem is most to be valued; is comprehensive in his views and indefatigable in his labors; and, above all, has so far acquired the habit of succeeding in what he undertakes that it would require but little courage to be bound for his success in any earthly station to which he might be called."

The *Christian Times* (Baptist; Chicago), of October 13, 1853, after noting the fact that President An-

derson had "taken his place, and entered upon his labors with the cordial welcome of the other members of the faculty, and of the students," remarked that the faculty of the University of Rochester possessed "two elements of great value, not always found associated—not to say in the same man; not even in the same body of men—thorough erudition and great practical energy. The president of the university is a scholar indeed, but a practical man as well—a man to be felt in his influence on the popular mind, and who knows how to impart the same needful quality to others. . . . . We feel justified in making these personal allusions by the fact that in our judgment the combination of the two elements we have named is to give the Rochester institution a marked place among the schools of the country."

On March 6, 1890, *The Standard,* of Chicago, which was a successor of the *Christian Times,* said, in referring to the University of Rochester and to President Anderson, in an editorial on "Martin B. Anderson, LL.D.," written by Justin A. Smith, D.D.: "The writer of this article, being a resident in Rochester [as the pastor of the First Baptist Church] at the time this university was founded, and at the date of Dr. Anderson's arrival there, has a very clear recollection of the circumstances under which this extraordinary career of educational service began. The new president was then thirty-eight years of age. He was a splendid example of manly stature, intellectual force, and moral courage. Wholly without pretension, simple, cordial, open-hearted in all his intercourse, with much more of doubt as to his fitness for the position to which he had been called than was felt by any one

else, he brought to the educational, religious, and social circles of the beautiful city, which was to be his home, a personality which at once became an ornament and a power. That the board of the institution had made no mistake in their choice, was from the start beyond question. He accepted the situation precisely as he found it. Waiting for the more ample buildings and the more inviting surroundings till they could be had without the incurring of debt, he bore as patiently as could be expected whatever of the necessary conditions of his work was hampering and embarrassing, and gave his whole strength to the work."

Nor was the service of utmost value which he rendered to the university, to the cause of education in general, and to such education in its relation to the Baptists as a denomination by any means all for which he was afterward to be credited. "Dr. Anderson was, in the best sense of the phrase," Dr. Smith affirmed, "an American citizen, with large views of national affairs and ready on all fitting occasions to cooperate in measures promotive of the public interest, ... to share in the burdens of public service."

In order to make more complete the mental picture of the man, account should be taken of what Professor Morey said of him in connection with the Pundit Club, which was formed in 1854. He stated that, during thirty-three years of his active membership in the club Dr. Anderson presented to his colleagues thirty-seven different papers. "No one could listen to these discussions without being convinced of the erudition and the versatility of his mental resources. He seemed to take all knowledge for his province. Literature, art, philosophy, natural science, history, politics,

ethnology, jurisprudence—all seemed to him familiar fields. And many of these subjects he had pursued with zeal and with evident thoroughness. Books were his constant companions; but he was not tied down to books. He was also an ardent student of human life. One of his chief delights was to keep abreast of the world. His eyes were open to contemporary events. The policies of statesmen, the schemes of politicians, the condition of the market, the prospects of trade were the subjects of his careful attention. If one should attempt to characterize in a single word this broad knowledge, which extended over such a range of subjects, I think he would be inclined to call it 'encyclopedic.' . . . . One of the results of his wide attainments was his liberal spirit. Although his convictions were definite, they were not narrow; although positive, they were not bigoted. In the wide world of human thought he recognized the right of every man to his own opinion. Each must stand on his own ground, but all must bear with one another. Every system has its elements of truth. Even a creed outworn should be respected for the good it has done." Yet, "notwithstanding his great erudition, I have rarely known a man who seemed so profoundly impressed with the necessary limitations of human knowledge. He frequently referred to what he called 'the insoluble problems' of the universe of mind and matter."[1]

Record may also be made at this point that all through the years that he was the president of the university, Dr. Anderson, besides delivering many addresses and writing numerous articles for publication

[1] William Carey Morey, *Reminiscences of "The Pundit Club,"* "Publication Fund Series" (The Rochester Historical Society, 1923), II, 108–9.

in leading reviews and elsewhere—on a very wide range of subjects—exercised what he termed the "editorial functions of a teacher," in what became famous as his "chapel talks," covering topics of almost every imaginable nature that might be deemed pertinent and instructive for the assembled students.

Yet there was one paper that showed displeasure at Dr. Anderson's being elected president of the university. It was the *New York Chronicle*. In its issue of July 16, 1853, it was said, in editorial correspondence reporting the commencement at Rochester, that Chancellor Harris, following his announcement of the election of Martin B. Anderson to the presidency of the university, "said Mr. A. . . . . had been three years editor of the *New York Recorder*, where he had elevated himself to the highest rank of the profession (!!!!!); he was in fine a ripe scholar (!!!), and a distinguished man, who, as president of Rochester University, he had no doubt, would stand up by the side of Nott, of Union College, and Wayland, of Brown University. He commended him to the patrons of the institution, and to the people of Rochester, with such eulogies as are seldom bestowed on the greatest men till they are dead. Many will be surprised at this action of the board, by which they seem to treat with reckless defiance the known opinions of a large portion of Baptists in this and adjoining states. But I believe they have done what on the whole seemed to them best. . . . . However, one thing is certain, the opponents of the Bible Union have now secured what they so long aimed at, the complete control of Rochester University, by placing in the highest chairs of both the college and theological depart-

ments [i.e. in the highest chairs of the University of Rochester and of the Rochester Theological Seminary] men of the strongest partisan feelings, men who have come out publicly and taken *extreme* ground, with the bitterest opposition against the Bible Union —Prof. [Ezekiel G.] Robinson, in Cincinnati, and Prof. Anderson, in New York. . . . . and now, for the sake of the university and the cause, I shall be silent, ... hoping that the interest of $25,000 will not be too dearly purchased. . . . . But the institution is on the whole in a prosperous condition."

This was really more of a credit than otherwise to Dr. Anderson as an editor and as a man, inasmuch as it was induced by his fearless and unshakeable adherence to what he considered was his duty as the editor of a denominational paper, particularly in opposing the Baptists as a denomination co-operating with the American Bible Union in a proposed revision of the English version of the Scriptures. He objected especially to some of the persons who were expected to participate in the work, fearing that their influence would make it unsatisfactory. The *New York Chronicle* was essentially the organ of the Bible Union, which was formed in 1850 after the American and Foreign Bible Society, an organization of the Baptists, had declined to undertake a revision of the English Bible. The insinuation about the purchasing of "the interest of $25,000" presumably referred to a promised endowment, if Dr. Anderson was made president, which endowment was never made.

Something of Dr. Anderson's position in the bitter controversy which had arisen, his conception of his duty as an editor, and how he endeavored to perform

that duty as well as of his personal character, may be seen in the following excerpts from a lengthy editorial in the *New York Recorder* of July 28, 1852:

"The hue and cry that the *Recorder* has failed to give to its readers the facts and arguments on both sides of the so-called Bible question is *untrue*. We have before shown that the whole matter has been more fully discussed in the *Recorder* than in any other periodical in America. We have rejected more communications in favor of the American and Foreign Bible Society and its friends, than we have from the favorers of the other side of the question. . . . . The charge of want of editorial courtesy made against us is as false as it is unjust. . . . .

"We publish the *Recorder* to advocate orthodox Baptist principles, not . . . . any one of the thousand systems of which the world is full, and which we believe to be destructive of the best interests of the human soul. . . . . The same responsibility substantially lies upon the editor of a religious newspaper as upon the pastor of a church. . . . . The *Recorder* is our pulpit. Though we have taken upon us no ordination vows, we trust that, by the grace of God, we have a solemn sense of the obligations which rest upon us to give the gospel trumpet 'a certain sound.' We dare not make the columns of the *Recorder* the medium of disseminating doctrines that make the cross of Christ of no effect. . . . . We have positive convictions on the subject of religion. We thank God that we are not a modern liberal. We are not of those who care not 'whether a man worship twenty gods or one.' . . . . The responsibility for the character of the *Recorder* rests, by the providence of God, upon us. In meeting

it, we have no guide but our own convictions and the Word of God. On all great questions that divide the Christian world we have taken our positions. Our course we cannot change except with our convictions. We shrink from no risk, personal or pecuniary, which our positions involve.

"We believe from our inmost soul that the Bible Union, by employing men known as heretical upon vital points, holding sentiments such as those we have extracted, to interpret the Bible for plain Christians, has perilled the purity of gospel truth. . . . . For these statements and those of a similar character which we have made, we have received in the past, and expect to receive in the future, the bitterest vituperation and misrepresentation. . . . . For all this we are prepared. We consider the fact that the *Recorder* and its editor have been singled out as the especial point of attack, to be tacit though unmistakable evidence that our labors have not been in vain. . . . . Neither fear, nor favor, nor detraction shall cause us to swerve from the course we have marked out."

Chancellor Harris said that every professor with whom Professor Anderson had been connected at Waterville united in recommending him as a man eminently qualified for the position of president of the university and in advising him to accept the office. This testimony, and that of others which has been quoted, with this glimpse of his character shown as an editor, will more than suffice to answer any question as to Dr. Anderson's fitness for the presidency of the university, irrespective of the overwhelming confirmation furnished by subsequent events.

Now something regarding his theory of colle-

giate education and concerning the principles which he would, or did, afterward apply as president of the university may well be considered in this connection, even though most of them were stated in later years.

At a meeting which friends of the university held in September, 1850, in the Oliver Street Chapel, New York, Professor Anderson, it was reported, spoke "upon the theme of education generally, and the necessity of a money base for all institutions of learning. He also spoke largely of libraries, ... with much earnestness."

At the reception and dinner given on Thursday evening, April 3, 1879, by the Baptist Social Union of Manhattan Island, at Delmonico's, in New York, "in honor of President Martin B. Anderson, LL.D., and Professor Asahel C. Kendrick, D.D., of the University of Rochester," Dr. Anderson declared:

"We must make an education fit for all—for all classes and all professions. I would not neglect the education of the Christian minister, but whenever and wherever high education has been confined to the clerical profession, there it has always suffered. . . . . What is education? It is the formation of right moral and intellectual habits through the means of organized knowledge. There is no such thing as separating the old from the new, or the practical from the theoretical. . . . . The truth is, the methods of education are as various as the methods of business. The common idea is that the college is a sort of machine. You put a boy in, and turn the crank; he goes in one end, and comes out the other, that is all. Colleges are organized, it is true, on similar principles. There is a certain curriculum. But each college takes its form and char-

acter from the men in it. . . . . There is just as much difference in the personnel and management of colleges as there is in the management of mercantile houses or the government of nations. It is a matter of men always; and the best college is the place where the scholar is brought face to face, into vital contact, with the greatest possible number of real men—men with intellectual and moral power, with force of will and capacity to do things. The world is asking of young men today, What can you do? It does not care what is the nature of the education. It is simply the power to perform, the power to succeed, the power to carry points, the power to fight the battle of life, that is asked of the college student today; and this is the end before us. We set it before us every day of our lives, and, by God's blessing, we propose to keep it before us as long as we live, and to leave the system as an heirloom to those who come after. . . . . Our work must be tested by the men we send out."

On the occasion of the organization of a local alumni association in New York City in April, 1870, Dr. Anderson said: "If there is any one thing more than another that I have studied, it has been the importance of your transmuting intellectual pabulum—intellectual power—into success; transmuting it into those sinews which conquer success anywhere. I despise any system which does not make a man stronger for every kind of good, honest work, whether it is to go upon a farm, into the army, into an editor's chair, into a store—or in any department of life. True education is that which develops manhood. It is a power on earth to prepare a man, and goes to make up the grandest thing on God's earth—a man. It is men we

are seeking for everywhere. . . . . Talk of the golden sweetness of life! It is all humbug unless it will help a man to do good work. We want men to work."

Instead of the usual form of address to the graduating class in 1876, Dr. Anderson spoke of the work and aims of the university, saying in part: "Our growth has been slow. But more rapid growth might have endangered the solidity and proportion of the superstructure. Let me call your attention to our organization. The organic law of the university is such as to give free play to all the elements in education which modern progress has developed. In our curriculum we have retained the studies which the world's experience has tried and proved, and welcomed all new subjects whose promise justified trial. Two parallel courses of study for degrees were adopted at the outset, and students desiring to pursue short and irregular courses of study have always—so far as they were prepared—been admitted to our regular classes and lectures. . . . . A system of optional studies has been arranged, which studies are taken up after the main disciplinary work of the course has been completed. These studies have been carefully chosen with reference, not to their accidental popularity, but to the demands of symmetry and proportion in a liberal education."[2]

The approving reference to the fact that "two parallel courses for degrees were adopted at the outset"; the fact that that arrangement was not changed after Dr. Anderson became the president of the university;

[2] M. B. Anderson, *The Work and Aims of the University of Rochester; An Address Delivered on Commencement Day, June 28, 1876* (Rochester, New York; Democrat and Chronicle Print, 1876), pp. 1–2.

and the further fact that the department of natural sciences was maintained as well as it could be under the circumstances, and apparently equal to all demands upon it, while it was developed when there were means for doing it, evidenced his friendliness toward those sciences. If he ever appeared opposed to any suggestion for the enlargement or other improvement of the university, or of any department of it, in any respect, it was probably more because there were no means, or the time had not come, for it. This may be taken, too, as explaining why more was not done during his administration toward making the university one in fact, to justify the name. One can perhaps see a hint of this in a paper in which he discussed the nature of the American college and the sufficiency of the voluntary system of maintenance of institutions to meet all the demands of higher liberal and professional education, without state support, wherein he said:

"Our American college is an indigenous growth, adapted to our population and wants, which cannot be replaced by any exotic system unadapted to our intellectual soil and climate. . . . . We may not hope to give elevation and solidity to our education by transforming the typical and indigenous American college into a bungling imitation of the European university. Let us give life and vigor to our present system, and when public opinion will justify it, add to our college curriculum advanced courses of study for all those who have the time and means to pursue them. We shall thus preserve the college as the place for disciplining the mind and forming the character, while we shall ultimately provide additional instruction for all who have a special vocation for scholarship or science.

We shall thus secure professional schools for literature and science which shall take the place, relatively to the college course, that is now held by the schools of law, theology, and medicine. Let us also require a college course, or its equivalent, as a preparation for the professions, and there will grow up gradually, around all our well-endowed colleges, a collection of *real* professional schools which shall meet all the demands of the highest culture in the great departments of human thought and investigation."[3]

It would further be very interesting, and in some ways of benefit, to know what were Dr. Anderson's original, unfulfilled dreams or plans for the university, for he more than once intimated, and sometimes pathetically, that there were such.

A "Rochester Letter," signed "K," which was published in *The Standard* of December 27, 1888, reported that at the banquet of the Baptist Social Union of Rochester, held on December 18, Dr. Anderson, who had upon that day closed his work at the university, "gave a review of the work of his life, saying that it was not without pain that he looked back over those years of struggling. . . . . He begged the community and the union to take into their minds and hearts the institution to which he had given his life and strength for the last thirty-five years. 'My work,' he continued, 'is nearly done. If we had been furnished the funds we were promised, the result would have

[3] M. B. Anderson, *Voluntaryism in Higher Education: A Paper Read before the New York Convocation of Teachers* [or *"University Convocation of the State of New York"*] *in Albany, July 14, 1876* (New York: Sheldon & Co., 1877); William C. Morey, *Papers and Addresses of Martin B. Anderson, LL.D.* (Philadelphia: American Baptist Publication Society, 1895), I, 116–17.

been immensely greater. God grant that my successor may not be hampered as I have been. But everything that is good grows slowly, and I have come to think that this sacrifice of so much of my life has aided in cementing the institution I have worked for.'" This last statement is suggestive of a former declaration, possibly made more than once: "My bones are being ground up to make cement for these hidden foundation walls, on which others may build." Likewise, he was wont at times to refer to the "underground work" which he was doing.

In somewhat similar strain to that of the foregoing quotations, Dr. Anderson, in concluding the address of 1876, from which quotation has already been made, said: "Pardon me for a word personal to myself. It is my unwavering faith in the solidity, breadth, and permanence of our foundations which has held me steadily at the work to which twenty-three years ago the trustees of this institution called me. My function has been that of a pioneer. I shall never cross the Jordan which rolls between me and the promised land of my ideals and hopes. I have deliberately sacrificed my desire to leave a mark on the scientific thought of the country, that, working beneath the ground, I might aid in fixing and settling the foundation stones upon which, in the coming centuries, a worthy superstructure may spring aloft in fair and beautiful proportions. For years I have suffered from that deferred hope which maketh the heart sick; but I have learned that 'They also serve who only stand and wait.' During these years I have often lost confidence in my own capacity for bearing my share of the burdens laid upon us. But I have never for one moment lost confidence

in the final success of the university. Its ultimate triumph has always stood out before me as clear as the sun in heaven."

Applications and variations of the characteristics, principles, and declarations mentioned in this chapter will be found in the next three chapters, which treat of the history of the university during President Anderson's long and characteristic administration.

K. C.

CHAPTER V

THE SECOND ERA

WHAT may be denominated the "second era" in the history of the University of Rochester, after its establishment and entrance upon the giving of collegiate instruction, began with the fall term of 1853 and the administration of Martin Brewer Anderson as president, and extended until the time in 1861 when the university was removed to Anderson Hall—the first building erected for the university on the campus acquired in 1853. The transition to Dr. Anderson's administration was as a perfectly natural thing in the regular course of events and was not marked by any unusual circumstances or by any particular change in general policy or in the total enrolment. Still, it was epochal, for unquestionably there was a new era ahead which must be adequately met, and the time had come when it was more than ever desirable, if not absolutely necessary, to have a man thoroughly qualified in every way to supervise the internal affairs of the university; to look after many of its external relations and interests, in addition to what might be expected to be done by its trustees, the executive board, and the president of the board of trustees; and, besides all that, to fill an important place theretofore vacant in the faculty.

The simplicity of the opening of the fall term of 1853 is indicated by the brevity of the mention made of it in the *Democrat* of Friday, September 16: "The duties at the university were resumed yesterday, under favorable circumstances. The president (Dr. Anderson) and all the professors, except Dr. Kendrick, were at their posts."

It had been expected that Dr. Kendrick would be home by that time from his European tour, made mainly for the improvement of his health; but he did not return until about a month later, when, on a Saturday morning, "the students of the university were put upon qui vive by the announcement that their esteemed Greek professor had arrived in town." They speedily arranged for a reception to be held that evening in the chapel, and appointed a committee of one from each class to wait upon Dr. Kendrick at the proper hour and escort him to the place of the reception. There he was greeted "with an enthusiastic round of applause." Speeches were made. Dr. Kendrick told of his journey, dwelling at some length on the "soft luxuriance of Italy and the rugged beauties of Greece." Then President Anderson "was loudly called for, and responded in a brief and feeling speech, expressing his sympathy in the enthusiasm, and declaring his belief in the fitness and propriety of its expression."

Another account of the reception said that "there was a festive gathering in the chapel of the university, ... consisting of the faculty and other friends of Rev. Dr. Kendrick, who assembled to express their congratulations at his safe arrival, and to welcome his return. . . . . Dr. Kendrick . . . . spent much of his time at Athens, by the more intelligent portion of

whose society he was treated with great distinction. His genial manners, the ease with which, from his familiarity with the modern Greek as a written dialect, he acquired fluency in speaking it, his intimate and loving acquaintance with all that appeals most powerfully to Greek national pride, made him a great favorite. . . . . We congratulate the University of Rochester that its most important classical professorship is filled by a gentleman who is a profound scholar without being a pedant, a great linguist without being a word-monger, an enthusiastic admirer of the incomparable models of antiquity, and yet possessed of a truly catholic love of intellectual excellence, which has made him an adept in the languages and a proficient in the literature of all the cultivated nations of modern Europe."

Besides the strengthening of the faculty of the university by the coming into it of Dr. Anderson, as professor of intellectual and moral philosophy, and by the return of Dr. Kendrick after more than a year's absence, the catalogue for 1853–54 added to it the name of "Ezekiel G. Robinson, D.D., professor of evidences of natural and revealed religion." It would seem, however, that during the spring term of 1853 he must have acted as professor of intellectual and moral philosophy, inasmuch as the *Democrat* of September 13 stated that it had observed that "at the recent commencement of Brown University, the degree of Doctor of Divinity was conferred upon the Rev. E. G. Robinson, professor of intellectual and moral philosophy in the University of Rochester." He came to Rochester primarily to fill the chair of biblical and pastoral theology in the Rochester Theological Sem-

inary, made vacant by the death of Dr. John S. Maginnis on October 15, 1852; and at most was expected to render only limited service to the university.

Commenting on conditions at the university soon after Dr. Kendrick's return to his place in the faculty, the *Buffalo Courier* said: "From several sources we learn that President Anderson is making the most happy impression, justifying fully the wisdom of the trustees in his election, and realizing their best hopes. The same is also true in regard to the Rev. Dr. Robinson, the new professor of theology. Dr. Kendrick's return is the occasion of abundant felicitations. Everything, so far as we know, is proceeding happily and efficiently in the institution."

Dr. Anderson's interest in the library was early manifested, for, on September 28, 1853, the executive board approved, under "Library A/c," bills of $9.75 and $27.52 for "Books selected by the president." On November 7, the board appointed a "committee on library, consisting of M. B. Anderson, A. C. Kendrick, D. R. Barton, with power to make necessary arrangements of the library for keeping the same in the best order and safety."

Albert H. Mixer was the first librarian of the university. Not only was he given in the first two catalogues (for 1850–51 and 1851–52) as being the librarian but, on October 6, 1851, the executive board adopted a resolution: "That A. H. Mixer be employed as tutor and librarian, at a salary of $400 per year, to commence September 1, 1851." After he resigned, in July, 1852, in order to go abroad to study, E. J. Fish was named as librarian in the catalogues of the university for 1852–53 and 1853–54. Ezra Job

Fish, of Medina, was a member of the senior class of 1852–53; and in 1853–54 was a student in the seminary. Then, at the meeting of the board of trustees in July, 1854, Professor Kendrick was appointed librarian and was authorized, under the direction of the library committee, to engage the services of an assistant librarian at a compensation of $100 a year. The catalogue for 1854–55 was the first one giving "Asahel C. Kendrick, librarian." His appointment as librarian perhaps grew out of a resolution passed by the executive board in January, 1854: "That a catalogue of the books in the library of the university be prepared immediately, and that the faculty make such arrangements for recitations as shall enable one of their number to give to it his personal attention and supervision."

On September 29, 1854, the executive board voted: "That a charge of 4/ per term be added to the students' term bills for library expenses." Evidently the "4/" were New York shillings of 12½ cents each, for "incidentals" had been $2.00 a term, which was changed in the catalogue for 1854–55 to "Incidentals (including library), $2.50." But the 1854–55 catalogue of the seminary stated: "Members of the theological classes have daily access, without charge, to the libraries of the university and theological seminary." According to the catalogue of the university, the two libraries were still in the same room.

That the trustees of the university had the seminary also in mind when seeking a permanent site, and expected that the seminary would go along with the university, and that the two institutions would continue to be conducted side by side, although they were

organized and were intended to be maintained as separate institutions, was indicated when the board of trustees of the university, at its special meeting in April, 1853, instructed its committee on location to request the committee of the New York Baptist Union for Ministerial Education (which union maintained the seminary) to join with them in considering the question of a permanent location for the college edifices and in securing the best offers that they could of desirable sites. However, when the board voted, in July, to accept Mr. Boody's offer of 8 acres for a site, it also voted for "the university to hold the title to the 8 acres, and that a subsequent arrangement for the accommodation of the N. Y. B. U. for Ministerial Education be made with the university board."

The deed of Azariah Boody and his wife, conveying to The University of Rochester, for a consideration of $1.00, the 8 acres of land, was dated September 1, 1853. "This conveyance," it was stated therein, "is made upon the following conditions, viz., that the said eight acres shall forever constitute the site and grounds of said University of Rochester and that said university shall erect and forever maintain the buildings required and that may be hereafter required for the purposes of said institution so far as said tract shall be adequate and convenient for the same, among which may be included residences for the instructors and officers of said university; that the party of the second part may lease to the New York Baptist Union for Ministerial Education so much of said eight acres as may be necessary for the site of suitable buildings for said last named institution [i.e., for the seminary]. . . . ."

By another deed of the same date, Mr. Boody and his wife conveyed to The University of Rochester a tract of land containing $16\frac{79}{100}$ acres. The consideration for this conveyance was $16,790, one-fourth of which was to be paid at once, and the payment of the balance secured by a mortgage on the land.

Using the present names of the streets, the 8-acre tract was between Prince and Goodman streets, and 637 feet north of the center of University Avenue; and the $16\frac{79}{100}$ acres purchased constituted the tract between the 8 acres and University Avenue, Prince and Goodman streets. The *Democrat* of September 22, 1853, said, with reference to the purchase: "The advantage of controlling the approaches on three sides will be apparent. We understand that it is the intention of the trustees to set apart a portion of the tract . . . . for sale in city lots." According to the records of the executive board for 1854, on May 1 the board directed that a survey of the lots be made and that the same be laid out for sale; also that, in August, one lot was sold to D. R. Barton, and another to William N. Sage. The recorded map was dated March 7, 1856. It showed the whole of the purchased tract of $16\frac{79}{100}$ acres—except what was designated a "Park" 240 feet wide, near the center, extending from University Avenue to the 8-acre tract—to have been subdivided into twenty-eight lots. Apparently a dozen or more of the lots were sold, although deeds may not have been executed for all of them. Some of the purchasers were Professors Kendrick, Richardson, Quinby, Mixer, Cutting, and Fowler. But on March 30, 1861, the executive board adopted a resolution: "That the lots be withdrawn from sale, with a view to occupying the

same for college grounds." By degrees the university afterward recovered title to the whole tract.

The report for the collegiate year ending July 9, 1854, which the trustees of the university made to the Regents of the University of the State of New York, stated that the senior class had, in the second term, taken up *Story on the Constitution*, while in the third term they had had a daily recitation in Greek in the second and third books of Plato's *Republic*, accompanied by a course of lectures on Greek philosophy. They had also had a weekly lecture on mineralogy and conchology as related to geology. Other courses of lectures had been given that year on English literature, general grammar, natural philosophy, chemistry, botany, astronomy, anatomy and physiology, ethnography and ancient and modern history, intellectual and moral philosophy.[1]

The university library at that time contained 4,550 volumes, and was valued at $5,646.50. The income of the university for the year was $10,397.36, and the expenditures (including "tuition given away, $1,170") were $14,251.96, making an expenditure over income of $3,854.60.

The commencement of 1854 was notable both as being the first one at which Dr. Anderson presided and as being the occasion of his formal inauguration

[1] Professor William C. Morey wrote of Dr. Anderson: "In the struggle which was waged between classical and scientific learning, he maintained the cause of both. He was among the foremost to welcome the admission of scientific studies into the curriculum of a university. . . . . In regard to the sciences themselves, he had an equal appreciation of those which deal with mind and those which deal with matter" (*Martin B. Anderson, LL.D., A Biography*, by Asahel C. Kendrick, assisted by Florence Kendrick Cooper [Philadelphia: American Baptist Publication Society, 1895], pp. 227–28).

into the office of president of the university, which ceremony had been postponed until then. The program of the week began with a sermon before the Judson Society of Inquiry, on Sunday evening, July 9, at the First Baptist Church. A man who arrived in Rochester on Monday morning reported that many of the friends of the university were already on the ground and that every train brought its quota from all directions; that the number of strangers in town was very large; and that on Monday evening Corinthian Hall was crowded to its utmost capacity, to listen to the prize declamations of the sophomore class.

Dr. Anderson's inauguration as president was set for 4:00 P.M. on Tuesday, but "a crowd," it was stated, "thronged the hall at an early hour." John N. Wilder, president of the board of trustees, presided. He said that the ceremony would be simple. The university was controlled and managed by people of simple tastes and habits. The great design of its founders and guardians was that a sound, thorough, solid, substantial, and sensible education should be afforded to its students; that it should be eminently American. They had committed the management of its internal affairs to the hands of the gentleman whom he was about to introduce. They had done so with great confidence in his ability and fitness, and with the understanding that the university was not to be the mere machine of sectarian propagandism, but a high-toned, well-managed institution for high Christian education.

Following this introduction by Mr. Wilder, Dr. Anderson delivered an extended address on "The End and Means of A Liberal Education," as a subject sug-

gested by the occasion which had called the assemblage together. He declared high education to be a necessity of the human mind and to have ever been a cause and a consequence of an advanced civilization. The true aim of a liberal education is the development by means of knowledge of all the faculties of our nature. With this view of the end of a liberal education, it is plain that its accomplishment is to be sought in the individual—in the man, rather than in the member of a profession. It involves that free and generous exercise in science and letters necessary to the best conduct of life, in society, in the church, in the state, which forms the appropriate preparation for the special learning and skill of professional life.

Subsequently Dr. Anderson explained: "I have said thus much upon the end of education as designed to develop and discipline the powers, not from want of sympathy with the great practical aims of life, but simply that the object and end of the courses of study which have been established by the founders of this university may be clearly understood. We hope to show that these courses are in the highest and noblest sense of the term practical. . . . . We beg leave to enter our humble protest against those low, material, economical views of man and his destiny which have so depreciated the whole work of education. A true man is the noblest product of earth; a nobler thing than a clergyman, a physician, an advocate, or a merchant. Let us shape our educational system to make *men*, and upon this foundation we can superimpose the special learning which may prepare them for the special pursuits of practical and professional life. . . . .

"Our university is new. It is untrammeled by precedents. It holds itself ready to adopt every improvement which the activity of the future shall unfold. . . . . In four years our institution has attained a solidity and vigor almost without parallel in the history of education. But the breadth of its foundations and the vigor which has hitherto marked the administration of its affairs impose the necessity of a continued expansion and growth in the future. Not to become strong and able with such a beginning is to fail. Our work is but begun."[2]

Tuesday evening was devoted to the anniversary oration and poem before the Delphic and the Pithonian literary societies. Again the immense hall, it was said, would not contain the thousands who desired to listen; and many were compelled to leave, unable to find room even to stand.

On commencement day (Wednesday), the "ladies began early to flock to Corinthian Hall, and before 9 A.M. the raised seats were radiant with beauty and gay with the rich array of dresses"; or, as another report had it, the ladies were admitted to the hall previous to the arrival of the procession, and they occupied, in a compact body, the elevated seats at the sides, the effect of such "a gay bordering of 'living grace' enclosing the graver part of the audience" being scarcely describable. The procession from the university building "was long and quite imposing—a larger turnout than on any previous occasion of the same kind." Record was

[2] M. B. Anderson, *The End and Means of A Liberal Education* (Rochester: William N. Sage; New York: Sheldon, Lamport & Blakeman, 1854); William C. Morey, *Papers and Addresses of Martin B. Anderson, LL.D.*, I, 3 ff.

also made that the "morning rose upon the city calm and cool, a great desideratum when a crowd is to be endured through six long hours." The length of the exercises was owing largely to the number of orations delivered by members of the graduating class; with music at intervals.

Included in the graduating class of nineteen were Galusha Anderson, who became president of the old or first University of Chicago; Joseph Mead Bailey, who became a justice of the Supreme Court of Illinois; and Henry Strong, who entered the legal profession and afterward became the president of the Atchison, Topeka and Santa Fe Railroad Company. Another of the graduates was Robert Hughes Fenn, of Rochester, who, it was stated, in performing some chemical experiments in private, at the close of his junior year, lost his eyesight from the effects of an explosion. Still, through his own perseverance, with the aid of a brother, who was a member of the same class, and with the help of other classmates, he was able to complete his college course with credit.

President Anderson, in addressing the graduating class, said, after referring to the rush of human thought, affection, and will, of the age: "With this mass of thought and emotion your future life will bring you into contact with a closeness proportioned to your activity and grasp of mind. Your power for guidance will be the measure of your practical force of character. This contact imposes upon the scholar an obligation to influence his own age for good; to remove ignorance from the mind, sorrow from the heart, and bring the living movement of his time into greater harmony with the laws of God, and thereby

promote the well-being of man. . . . . The highest aims of a moral being under the government of God must be external to himself. His highest law of action is to make all personal improvement and gratification subordinate to the good of those to whom he stands in relation. This is the basis of the heroic character. It is the basis of the Christian character as well. . . . . The man of learning has no right to withdraw from the issues of the age, and from contact with the world. . . . . The moral laws under which we are placed are sternly intolerant of these 'lookers-on.' . . . . As your experience enlarges, you will have more confidence in iron determination than in genius. . . . . Aim not to be great or distinguished, but to be useful. . . . . Reputation follows those who are great-souled enough to despise it, and walk in the light of a loftier purpose. . . . . Write your history in the mental and moral elevation of mankind, and mankind will take care of your good name. . . . . There is no failure to the single-hearted laborer in God's vineyard."

Last on the commencement program was a meeting of the alumni of the university, appointed to be held in the chapel at four o'clock on Wednesday afternoon. It was apparently the first meeting of its kind, although it has been said that the association or society of alumni was formed in 1853.

The year of 1854–55 witnessed several important changes in the faculty. In July, 1854, Dr. Thomas J. Conant and Dr. Ezekiel G. Robinson concluded their services, the former as professor of the Hebrew language and literature, and the latter as professor of the evidences of natural and revealed religion, chairs which were not afterward filled, registering in that re-

spect a significant change in the curriculum. The resignation of H. Lincoln Wayland, as tutor in Greek and history, also took effect in July, 1854. In January, 1855, the executive board voted "to employ Albert H. Mixer as a temporary instructor in German and Greek, at a compensation of $100 per term." That was followed in July by the board of trustees appointing him professor of modern languages, "at a compensation to be regulated by the amount of duty performed," and providing further "that he be engaged during the ensuing year to give instruction one hour a day for two terms in German and such other branches of study as may be required, at a compensation of $300 per annum." Then the board passed a resolution: "That students of the freshman class who may require instruction by private teachers in branches where the preparation has been imperfect, will be expected to defray the cost of such instruction." Another resolution which the board adopted at that time was: "That it is the first duty of this board to perfect the amount necessary to secure the charter of this university, and to stop the annual deficit of four thousand dollars a year in its expenditures over its income."

The retirement of John H. Raymond as professor of rhetoric and belles lettres occurred at the end of the year 1854–55. It was caused by his having been elected president of Vassar College. The chair was soon filled by the appointment of Sewall S. Cutting as professor of rhetoric and history. Mr. Cutting had been for years the editor of the *New York Recorder*, prior to the time when Dr. Anderson took over the editorship, and he had been a strong supporter of the movement which led to the founding of the University of Roch-

ester. He was graduated with high honors from the University of Vermont and was pronounced one of the ablest men in the Baptist ministry, a clear thinker, and a scholarly writer.

Perhaps better than a detailed account of the commencement exercises of 1855 will be the following excerpts from what the *American* of July 14, 1855, said concerning the university and the commencement:

"We have been a close observer of the commencements of the University of Rochester for the five years in which that institution has existed. . . . . The anniversary has grown in interest with each recurrence, and has attracted a larger attendance each successive year. It has become the great literary festival of the city. Hundreds come from abroad [i.e., from outside of Rochester] to attend it, and from all parts of the country the leading and prominent men of the Baptist denomination especially congregate to watch and rejoice in its progress. Here in Rochester, the sympathy with the university has become *popular*. It is no longer confined to a denomination; all sects and classes participate in the general sentiment of good feeling and cordial interest. . . . . The students come from all parts of the country and from all classes and sects. As usual in colleges, the poor are best represented. . . . .

"The commencement just passed was more marked than any of its predecessors by the expression of sympathy and good feeling on the part of its friends and our citizens at large. The crowd in attendance was large, and from a wider field. The old familiar faces were all here and with them multitudes of new ones.

The literary exercises were attended by crowds and thousands more would have waited upon them if there had been room. . . . .

"The university has a hard-working faculty. Every man is thoroughly imbued with a love of his profession and a high sense of the grave duties resting upon him. They all work with and for the students. . . . . Their curriculum of instruction is no repeated routine, but a sphere which is constantly expanding and enlarging, as the result of thorough and profound study. . . . .

"No one can doubt that our university is in these respects doing a good work in Rochester, while its silent influences, penetrating the whole mass of society and reaching to the humblest, is incalculable. Its literary influence is all pervading, and the high stand it has taken as a liberal cultivator of letters, and a generous patron of merit, no matter where it may be found, or under the auspices of whatever sect it has matured, is daily commending it to the good will of our citizens and making it a source of pride to the city."

After the commencement exercises in Corinthian Hall were concluded on July 11, 1855, the trustees, faculty, alumni, and invited guests (including a number of visitors from other colleges) went to "Palmer's Garden," or hall, for the first alumni dinner. As reported for the *American*, George Byron Brand, one of the first graduates of the university (class of 1851), delivered an address in which he declared the occasion to be one "of importance, because today we twine the first wreath around the brow of our youthful alma mater, and lay the foundation for her future glory in the high hopes of her sons. Today we inaugurate by

this festivity the anniversaries of our literary manhood."

In the announcement of the first toast: "The great enterprise of 1850—the establishment of the University of Rochester; may the same favoring Providence accompany its future in a perpetual and golden shower," President Anderson said, "There is a man who has invested in this institution not only his money but his time, and who, when this institution was but an idea, conceived it in his own mind. That idea has now become a fact which we all understand. I have in my eye a man who, when the history of this institution shall be written, will take his stand among the noblest founders of learning which this state has ever seen. Need I say that man is John N. Wilder?"

Mr. Wilder, in responding, said that this university had prospered wonderfully. Its interests were as dear to him as life itself, and he believed that it would continue to flourish until it should acknowledge no superior in the great state where it is located.

The last toast: "Our Alma Mater, who has reached the maturity of old age in the infancy of her life; may she retain the vigor of youth in the maturity of her years," was responded to by President Anderson, "in his usual happy way," closing, to the alumni, as follows: "Finally, gentlemen alumni, let me assure you that I shall always be glad to welcome you at my house, at my fireside, and to my heart. If I have any hope for the future of this institution, it rests on you. . . . . So be men—vigorous, active, noble men, and act well your part in the great drama of life. . . . . I shall look to you, in the church, at the bar, and else-

where, to be my coadjutors, to stand by me, to hold up my hands, in the labors that are before us all."

In the evening President Anderson held, "at his mansion, corner of North and Andrews streets," a levee which was "represented as being very pleasant, as it could scarcely fail to be."

"Rochester," the paper added, "is honored by its university."

The catalogues beginning with that for 1855–56 and ending with that for 1859–60 gave: (Rev.) "Henry Fowler, A.M., professor of political economy." He was a son-in-law of Dr. Chester Dewey. His compensation was to be the amount of income realized from subscriptions aggregating $5,000, part of which was conditioned on the total endowment being raised to $10,000; but the whole plan eventually failed, after Professor Fowler had rendered some service under it.

At the meeting of the board of trustees in July, 1854, a committee was appointed "to secure at least twenty-five thousand dollars for the endowment of the presidency of the university, ... the liberal donation of G. W. Burbank, Esq., of five thousand dollars to be applied toward the accomplishment of that object." However, that plan of endowment was not carried out; and in July, 1855, the board received a new proposition to the effect that Gideon W. Burbank, of Rochester, agreed to pay $17,000 (the subscription previously made by him to be taken as a part of said sum), and Lewis Roberts (son-in-law of Mr. Burbank), of New York, agreed to pay $3,000; or, the two together, $20,000, "to be devoted to the permanent endowment of the presidency of the univer-

sity . . . . and the professorship which is now or hereafter may be connected with such presidency, to be denominated the Burbank professorship. It is the wish of the donors, and this endowment is made with the express understanding, that a member of the Baptist denomination in good standing in some regular Baptist church shall always be the officer to be supported. This donation is made upon the further condition . . . . that new, valid, and available subscriptions have been made to the permanent funds of the university to the further amount of $20,000." The successful outcome of this was shown by the board of trustees voting, in July, 1856, that the professorship of intellectual and moral philosophy should thereafter be known as the "Burbank professorship of intellectual and moral philosophy"; and by the passing of a resolution, on the motion of Mr. Wilder: "That the thanks of this board are justly due to President Anderson for his self-sacrificing, efficient, and successful efforts in procuring the amount necessary to secure the Burbank subscription." Moreover, Dr. Anderson himself made the first subscription—one of $1,000—to the required $20,000 fund.

That Dr. Anderson should be compelled by circumstances to procure by his "self-sacrificing" efforts funds for the university, and especially to secure the endowment needed for the payment, or rather partial payment, of his own salary, showed an unexpected turn in affairs, for at the meeting of the board in April, 1853, at which a committee was appointed to correspond and confer with him on the subject of the presidency, the powers and duties of the president of the board of trustees and those of the president of the

university were by the board carefully defined and distinguished. The president of the board of trustees, it was provided, should "have the general charge of the financial affairs of the institution, to devise ways and means for enlarging the endowment and securing the same." The president of the university, on the other hand, was to be "the executive officer of the board of trustees and of the executive board to carry out all measures pertaining to the internal administration of the university." Besides, in conformity with this distinction, the letter of June 15, 1853, in which the committee tendered the office of president of the university stated that "the statutes regulating the powers and duties of the president . . . . make him the supreme executive officer of the board of trustees in all things pertaining to the discipline and internal administration of the institution, while they relieve him from all responsibility as regards financial administration. The powers of the president of the university and of the president of the board of trustees, who is their financial executive, are entirely distinct and well defined."

Prior to 1857, several unsuccessful attempts were made to obtain from the state legislature financial aid for the university. To begin with, there was the committee appointed at the informal meeting of the resident trustees on March 1, 1850, "to look after the interests of the university and, if . . . . thought best, to ask the legislature for assistance." In 1851, *The Annunciator* of January 1 said, "A committee of the university board has been appointed to make application to the legislature. Other colleges will seek aid from the state during the coming session. We shall not be

laggards in that matter. Western New York has been taxed to her eyelids for the support of eastern colleges, and received nothing from the state for collegiate education worth mentioning. . . . . We only say, *our* turn has come now." The situation up to March 7, 1857, was thus summarized in the "Report of Committee on Ways and Means, on Bill Making Appropriation to Rochester University," *Assembly Document No. 148:* "The University of Rochester was established in the year 1850, mainly to meet a local necessity for an institution of a high order in Western New York. . . . . It has two departments, one being the usual classical course preparatory for the learned professions, the other being a course of general science and modern languages and literature adapted to the necessities of practical life. . . . . Up to this time not one dollar has been appropriated by the state to this university. In this respect as a fully organized and successful institution of learning of high order it stands alone. Its locality, and the discretion, economy, efficiency, and success which have thus far distinguished its management seem to render the appropriation provided for in the bill which has unanimously passed the senate, eminently just and fair."

Chapter 125 of the Laws of New York, 1857, "An act for the relief of the University of Rochester passed March 19, 1857," was the outcome. It provided: "Section 1. The treasurer of the state, on the warrant of the comptroller, is authorized to pay to the University of Rochester, for each of the years 1857 and 1858, the sum of $12,500, to be expended, subject to the supervision and approval of the regents of the university of the state of New York, in books,

philosophical apparatus and university buildings. Section 2. No part of the moneys appropriated by the first section of this act shall be paid out until the trustees of the university shall certify and declare, under their corporate seal, that an equal sum has been actually raised by good and valid subscriptions, or from other sources independent of the present funds or property of the university, for the purposes mentioned in said section."

The Rochester papers reported great jubilation among the students. One account, of March 21, said: "There was great joy in this city day before yesterday, when the announcement was made that the act of the legislature appropriating $25,000 to the University of Rochester, to be expended on buildings, library, etc., had received the signature of the governor and become a law. . . . . The joy of the students exhibited itself in an illumination improvised last night, and I venture to say the building now occupied by them never appeared so brilliant before. They sung college songs with unusual glee, and forced a speech from every professor they could find. . . . . The prosperity of the university has thus far transcended the reasonable hopes of its friends. Its present prospects seem like the dawn of a new era."

Nevertheless, the passage of this bill was due largely to the efforts of friends of the university. For example, four years later, at the dedication of the building erected, Dr. Anderson mentioned that, besides what others did, John N. Wilder, "the chief among the founders of the university, ... gave his constant and untiring labors for the success of the bill. . . . . But the bill, after all our pains, was

worth no more than a piece of blank paper until an equal sum had been subscribed by the private friends of the institution. . . . . Gratification at the success of our bill was followed by corresponding anxiety. This condition of our affairs was known to friends of the university, and among others to General John F. Rathbone, of Albany. With a promptness and generosity which were a part of his nature, he came forward, without being asked, with an offer of a subscription of twenty-five thousand dollars to fulfil the conditions which were requisite to make our bill binding on the state comptroller. None but those who knew the difficulties in which the university was placed can fully estimate what the institution owes to this act of enlightened liberality." This subscription was in the form of a contract to donate, for the purposes of the university, the sum of $25,000, out of certain lumber lands in Pennsylvania.

With regard to "resident graduates" and "extra studies," the report made by the trustees to the Regents of the University of the State of New York, for the year ending July 9, 1856, explained that the resident graduates—of which the catalogue for that year listed six, and that of the next year ten (generally students in the theological seminary)—pursued advanced studies under the instruction of the professors in such departments as the students might select. That year the studies selected were Greek philosophy, the higher mathematics, and German. As "extra studies" during the year, undergraduates had attended recitations in civil engineering, integral and differential calculus, and the French and German languages, in addition to the required course of study.

The catalogue for 1856–57 contained, for the first time, an announcement of "Premiums." It stated that they were open for competition to those students who were regular in their attendance on all required exercises and whose standing should be good in the studies of each department. One premium was to be given to the member of the senior class who should write the best essay on a subject selected by the faculty, which that year was: "The Character and Literary Influence of Erasmus." Other premiums which would be given were for the member of the junior class who should pass the best examination upon some portion of a Greek author selected by the faculty; for the member of the sophomore class who should pass the best examination upon some portion of a Latin author; for the member of the sophomore class who gave the best exercise in declamation; and for the member of the freshman class who passed the best examination in some mathematical discussion. The catalogue for 1857–58 stated that premiums were given for extra studies, essays, and declamations. Students who were regular in attendance and whose scholarship in all departments reached a certain fixed standard, were permitted to pursue studies additional to the required curriculum, with a view to competition for premiums. The names of those who sustained successful examinations would be honorably mentioned, in connection with those who took premiums. Or, extra studies might be pursued, under instruction of the faculty, without competition for premiums; and the successful prosecution of the studies would be distinguished by honorable reference in the annual catalogues. What the premiums were, was not stated.

For a number of years the catalogues, beginning with the one for 1857–58, stated, under "Moral and Religious Culture," that, "In the Greek Department there is a weekly recitation in the Greek New Testament."

The catalogue of the Rochester Theological Seminary for 1855–56 said, under "German Department," that a course had been established with prospective reference to a German professorship; and went on to state: "At present, studies in this department are pursued under a competent special instructor (Albert H. Mixer, professor of modern languages in the University of Rochester), and in connection with classes in the university and in the seminary."

In November, 1858, Mr. Mixer resigned his chair in the university, owing to his having accepted a call, as he once explained, "to open and organize the first University of Chicago."

After the question of relieving Dr. Dewey of a portion of his work had been considered for some time, on account of his advancing years, Henry A. Ward, A.M., was employed for the purpose, and entered on his duties in the spring of 1861, as professor of the natural sciences, Dr. Dewey retaining the title of "professor of chemistry." Professor Ward gave instruction until about 1865 only, although he was listed as a member of the faculty until 1875.

In 1857 the salary of Dr. Kendrick was advanced $100 a year, "on account of extra services performed by him"; and the next year he was—after the resignation of Professor Mixer—appointed to discharge, as an extra service, the duties of professor of modern languages, at a salary of $150, until other arrange-

ments should be made. In July, 1859, the salaries of Professors Richardson, Quinby, and Cutting were raised, for each, to $1,500 a year.

In 1856 the university issued a small catalogue, which was followed at intervals of three years by similar catalogues brought down to date, that came to be known as "triennial catalogues." Its title-page was in Latin, and it gave in Latinized form the names of the officers and faculty of the university, of the alumni from 1851, and of those persons on whom honorary degrees had been conferred.

John Raymond Howard, who was a student in the university from 1853 to 1857, says, in his *Remembrance of Things Past:* "In those days there were no regularly appointed athletic games"; but he adds, "I had several years of gymnasium training under 'Prof.' Shadders, which, I fancy, did me solid service."

In 1858 the first number of the *Interpres Universitatis* was published. The number for June, 1860—Vol. 3—a folio of four pages, each 12 by 18 inches in size, stated that it appeared "explicitly devoted to the varied and significant interests of our institution. It has been our constant and untiring aim that the paper might be a true exponent of the university; that, as its name implies, it might be a translator, an interpreter of the movements of college life, and of the students themselves. The annual catalogue does not afford sufficient means for acquainting an individual with the respective positions of the student. Nor does it convey any idea of his progress or personal interests. Hence we have endeavored to make this periodical the complete repertory from which any information can be obtained as to a student's standing among his fel-

lows." The editors were five juniors—one from each of the fraternities. Other numbers stated that they were "published by the societies."

To accomplish its purpose as quoted, practically five-sixths of the space of this number was devoted to giving the names of the current student members of the "secret societies," which may be summarized: Alpha Delta Phi (established, 1850), 22 members; Delta Psi (1852), 10; Delta Kappa Epsilon (1856), 22; Psi Upsilon (1858), 18; and of the "anti-secret society, Equitable Fraternity" (1852), 20; the officers of the class organizations; the officers and members of the two literary societies, the Quinby Chess Club, the Coquette Boat Club, the University Ball Club, and of the gymnasium ("proprietor, Prof. William P. Shadders"); the officers of the Society of Alumni, of the Judson Society for Inquiry, and of the reading room, together with various announcements pertaining to the university, such as the names of the members of the executive board and of the faculty, the university calendar, exhibitions, prizes, etc.

Attention was called to the fact that the appointments for the junior exhibition had been transferred from the literary societies to the faculty. Again, it was said:

"While we devote the greater part of our time to the pursuit of intellectual attainments, we have not forgotten to provide means for an appropriate share of exercise for our physical system. The boat club, under the direction of our captain, a man of long experience upon the waters, affords not only one of the most pleasant amusements, but, at the same time, a most healthy stimulus for the body. The baseball club

has likewise a commendable peculiarity. Nor are we confined to either or both of these diversions for a sufficient amount of exercise. The gymnasium, under the management of a thorough instructor, embraces, in addition to the above means for exercise, many others which call into action every part of the muscular system, developing and strengthening them equally."

Again, the *Interpres* expressed deep satisfaction at seeing the policy of the university—making individual manliness of character, instead of disciplinary dread, a guarantee for the honor and harmony of the body—becoming year by year less a mere theory and more of a demonstrated fact. It said: "No mean system of private espionage, professional police, petty inquisitions, or presidential restrictions, have thus far blotted our college records with reprimand or threat, suspension or expulsion. Subject to no puerile and arbitrary dictation, our students attend at the recitation rooms, and mingle in society, under no higher restraint than the character of true gentlemen. As water seeks its own level, so does the social body; and thus, by the very law of nature, those who come hither as students either swell the ranks of honorable men, or else—'run off.' We are aware that the older institutions of our country have joined with sages and seers in looking at us cross-eyed, and characterizing our theory of college government as a mere 'foolish experiment,' 'dangerous innovation,' 'utterly impracticable,' and very sure soon either to give place to the old-fashioned and approved 'rigmarole' of ancient repute, or to annihilate us as an institution. It is with pleasure, therefore, that we record the testimony of each re-

volving year to the entire success of our 'foolish experiment.'"

There were also for years, from perhaps 1856, gotten out annually and anonymously, by some of the students, what were called "mock schemes." They were leaflets of four pages which were usually about 5½×8½ inches in size. Some of them had such headings as "Cutting & Co.'s Impersonators of Orators, Living and Interred"; "Grand Foul Exhibition"; and "Horticultural Show"; and the headings were frequently accompanied by rough woodcuts, while more crude cuts were sometimes used at other places in the leaflets. These "mock schemes" were intended to be conveyors of college wit and humor, aimed principally at the participants in the junior exhibitions and at the members of the faculty. Professor Cutting appears to have been a favorite target; but no professor was spared; neither was the president. Under "Music" in one of the "schemes," was: "'We all wear cloaks.' Dedicated to Profs. Dewey and Quinby." But some of the "hits" were of a very questionable character.

One of the interesting features of the commencement of 1857 was the delivery, before the literary societies, on Tuesday evening, July 7, of a poem entitled "Rochester," by John N. Wilder, the president of the board of trustees. The poem not only contained noble sentiment but it also abounded in puns and witty allusions, many of them referring to persons and things connected with the university, which were thoroughly enjoyed by those who heard them—"the usual brilliant and crowded audience, in Corinthian Hall."

As the climax of the program for the alumni dinner at the Osburn House, on commencement day in

1857, the graduating class resolved that Dr. Anderson should receive his sheepskin, he having completed his fourth year as president of the university—having commenced when this class began—and "therefore fulfilled *his curriculum*, according to the rules." "Accordingly, while the class rose, Dr. Kendrick pronounced him Doctor of College Laws—an honor conferred all the more willingly, since the graduates were no longer to be subject to rules whose administration would henceforth, no doubt, on account of this diploma, be enforced with all the more rigor. Dr. Kendrick took his seat, crowned himself with a flat cap, visor reversed, and read the Latin of the parchment, while the company shouted its approbation and delight."

At a dinner of the senior class on Thursday evening, June 16, 1859, in celebration of the examinations for degrees being over, one of the toasts was, "The Class Tree.—As it strikes its roots deep in its native earth and lifts its branches to the storms and sunshine of heaven, so may the men it symbolizes, grounding themselves in the principles of virtue and honor, raise their heads boldly to the trials and misfortunes of life." The tree was planted on the then vacant tract which had been set apart for the future campus, on which the first class tree was planted in 1858.

Robert H. Fenn, of the class of 1854, who lost his eyesight a year before his graduation, was the poet for the anniversary of the literary societies in commencement week of 1861, delighting the large audience with a humorous poem on "Inconsistencies."

The total enrolments given in the annual catalogues for the second era were, for 1850–51, 71;

1851–52, 116; 1852–53, 118; 1853–54, 121; 1854–55, 118; 1855–56, 137; 1856–57, 163; 1857–58, 143; 1858–59, 148; 1859–60, 153; and 1860–61, 165. These figures, except for the second and third years, included resident graduates, who in the last three years numbered 13, 15, and 16, for those years respectively.

Changes to a considerable number were made in the board of trustees. In July, 1854, General Jacob Gould was elected to fill the vacancy caused by the death of Everard Peck; G. W. Burbank, to fill that caused by the resignation of V. R. Hotchkiss; and J. E. Southworth, of Brooklyn, to fill that caused by the death of Friend Humphrey. At that same time the resignation of Robert R. Raymond was accepted; but the vacancy caused by it continued until 1859, when Rev. J. O. Mason was elected to fill it. In July, 1856, William Kelly, of Rhinebeck, was elected to fill the vacancy caused by the resignation of his brother, Robert Kelly, who could no longer serve on account of having been elected a regent of the University of the State of New York. In July, 1857, John F. Rathbone was elected a trustee, vice Seneca B. Burchard, resigned; and Lewis Roberts was elected, vice James Edmunds, resigned. In July, 1859, Henry W. Dean, M.D., was elected to fill the vacancy caused by the death of William L. Marcy; and Rev. Edward Lathrop, of New York, was elected to fill the vacancy caused by the death of John N. Wilder, from apoplexy, on July 15, 1858, at the age of forty-four years. In July, 1861, Daniel C. Munro was elected, in place of John Munro, deceased. In July, 1859, William Kelly was elected president of the board of trus-

tees but declined to accept that office. A year later he was again elected president of the board, and thereafter, while such president, rendered invaluable service to the university.

At the meeting of the board of trustees in July, 1856, the committee to which President Anderson's annual report was referred brought up the subject of building by reporting a resolution—which was adopted—that, as soon as sufficient moneys could be secured from sources which would not prejudice the general endowment fund of the university, a suitable building should be erected on the site donated by Mr. Boody; and there was constituted a "committee on the plan for buildings." But in 1857, it will be remembered, there was a financial panic which frustrated many plans and in particular greatly interfered with the development of many projects for educational institutions and which must have been responsible in a large measure for the subsequent delay until 1859 for the authorization for the erection of the needed building for the university.

Finally, on July 13, 1859, the board of trustees passed resolutions: "That in the judgment of this board the time has arrived when their first building should be erected upon the grounds appropriated for that purpose; that the edifice be constructed of stone, if the expense can be brought within the means of the university that can properly be appropriated to that purpose; that the committee on plans before appointed be discharged; that the executive board with Dr. Anderson and Prof. Quinby be now constituted as the building committee of this board; that . . . . when

plans satisfactory to them are procured they are hereby authorized to proceed with the work."

Previous to that, the promised and greatly desired building had become somewhat a subject of jests. But a correspondent of a denominational paper wrote, on July 15, "that the hypothetical university building, of which we have heard so much, begins to appear in the perspective. The announcement that the corner stone is to be laid this fall, was made at the alumni dinner, and received with great applause by the graduates, who, after waiting so long for something to relieve the bleak desolation of the university *grounds*, seem to have become a body of doubting Thomases. Let us hope that by another year, Rochester University will have ceased to 'keep a hotel.'" However, President Anderson and the trustees were wise in their determination neither to use any of the funds needed for the endowment of the university, nor to go into debt, for the building. The $25,000 subscription of John N. Rathbone was not paid until several years later, and then it was made a permanent library fund.

On October 13, 1859, the executive board decided upon "Albion stone . . . . as the material to be used in erecting the walls of the university building," and voted that a contract be executed with R. Gorsline & Son for the erection of the building for $34,300. Alexander R. Esty, of Boston, was the architect. At a meeting of the building committee on November 29, the committee on plans and specifications reported that they had decided to add brick partitions in the place of wood and mortared ones.

The *Democrat and American* said that for its readers generally the site of the new building would

FIRST BUILDING FOR THE UNIVERSITY
After Some Changes Used 1850–61

ANDERSON HALL
As Pictured in 1861–62 Catalogue

CATHARINE STRONG HALL

MEMORIAL ART GALLERY

require no description; that it would be sufficient to remind them of the points of view from which the university would be most conspicuous, and with reference to which it had been necessary to regard architectural effect. The building would stand at the head of the park which fronted on University Avenue, and on a slight, ascending grade. The long park and avenue in front required elevation in the building. The building, about 150×80 feet in its greatest length and breadth—the center projecting front and rear—would be three stories high on the front side, with a basement that would make it appear to be four stories high at the ends and on the rear. The mansard roof, of sufficient height to admit of rooms in the attic, 11 feet in the clear, and to be pierced with dormer windows whenever required, would be in this section a novel and striking feature. The prevailing impression of the whole structure would be that of massiveness and permanence. It was the design of the architect, while consulting the utility of every part, to study the best aesthetic effects attainable by reasonable expenditure. Before its adoption, the design was submitted to distinguished connoisseurs, who awarded to it a measure of praise most flattering to the taste and skill of the architect. The capacity of the building would be equal to the necessities of from 350 to 400 students. There would be no students' rooms in the building.[3] The

[3] From the time that the board of trustees adopted the report rendered on September 16, 1850, by the committee on a plan of instruction, it became the fixed policy, which was long continued, not to provide study rooms or boarding halls, it being thought best that the students should board in private families; although during the occupancy of the old hotel building, rooms were rented to students, and more or less of the time the janitor furnished board. (See *Rochester and Colgate; Historical Backgrounds of the Two Universities*, pp. 121–23, 126–28.)

door into the library would be directly in front of a person entering the large hall on the main floor; and on the floor above, directly over the library, and of the same size as the library—34×58 feet—there would be the chapel.

Something of the previous general condition of the university grounds and of the use that had been made of them may be inferred from the fact that the executive board passed a resolution on April 21, 1860: "That the fences be repaired and stayed up, but that the grounds be not rented for the present year for pasturage"; and on May 8 passed another resolution: "That Professor Quinby be requested to employ some person to keep the cattle out of the grounds."

In commenting on conditions in the university in 1860, President Anderson said, among other things, in his report of that year to the board of trustees:

"The scientific department, I regret to say, has not accomplished all that the founders of the university intended. Still it is represented in most of the classes. Singularly enough, the main difficulty is to secure on the part of these students the study requisite to bring them to a position in science and modern languages equal to that attained by those who take the entire classical course. Still there are those who prefer for their sons or wards this course, and I see no reason to modify or change the course as it at present exists. There are some instances where it has done excellently. . . . . It is clear, however, that the great body of those who wish a collegiate education at all prefer substantially the old college curriculum. We have placed the two classes of students on a perfect equality and taken extraordinary pains to meet their wants."

Under the subheading of "Opportunities for Extending Instruction," President Anderson went on to say:

"Our situation is such that we have extraordinary opportunities for giving instruction in several branches of science and literature not belonging to the curriculum of study suitable for undergraduates. Rochester is the center of a farming region of peculiar interest. Within five miles of the city there are probably more nurseries for shrubs, flowers, fruit, and ornamental trees than in any other similar space in our country, and possibly in the world. The capital thus invested is enormous and constantly increasing. We have connected with these nurseries a large number of young men who need instruction in agricultural and organic chemistry, theoretical and practical botany, and whatever bears upon the acclimatization, improvement, and hybridization of plants. We have among us also men of much practical and scientific attainments upon these subjects. With a small foundation and a proper collection of specimens a large body of students of these subjects (nurserymen and farmers) might be collected every winter for instruction. Such instruction would be of untold practical value to the country at large. This instruction would naturally connect itself with the scientific principles and facts bearing on the culture of roots, cereals, and the rearing of stock. . . . . Most of the teachers necessary might be obtained from within the limits of our city without the necessity of providing for their support for the whole year. The cost of the lectures and experiments might be paid from a small fee taken from each learner.

"There is no school of mines worthy of the name

in our country; no school of practical science designed to train ironmasters and managers of foundries of various metals. Our situation is excellent for the establishment of such a school. We need not provide for the general education of such men apart from the classes of the university, and a comparatively small outlay would enable us for a few months in the year to give all the professional teaching on the subjects named that our people at present would accept, or which would be practically necessary. There are friends of education who are particularly interested in some one or other of these subjects. We need to hold ourselves ready for any such endowments and keep our minds active in search of those who would be willing to make such foundations.

"I have before spoken in detail of the necessity of the endowment of some temporary fellowships which would be a reward for extraordinary scholarship and which might be made available for rearing among our alumni of a class of scholars able to enter into competition with the most accomplished scholars of Great Britain or the Continent in all the more recondite and difficult branches of human knowledge. The lapse of time has only made more emphatic my convictions on this subject. Our scholarship does not want surface, but it does want depth. Place opportunity, motive, and a career before the American student and the reproach so often unjustly visited upon our scholarship would pass away in a single generation. No human power can make scholars in the high sense of that term of a majority of those who in any country pursue the ordinary course of a liberal education. What we need is to furnish that support and suitable career to the selected

conquering spirits among us which are supplied by the old foundations which cling around the universities of Europe.

"We may not be able in our day to realize these visions, but it is our duty to strike out the path of progress and dig channels in which the beneficence of future generations may run. No great fact is ever realized on earth until it has first existed in idea. The motto of the great scholar and philanthropist, Carey—'Attempt great things, expect great things,' is as wise for a body of trustees of an institution of learning as it was for the founders of Christian missions in Hindostan."

In its report made to the board of trustees on July 9, 1861, the committee upon the annual report of President Anderson said: "The completion of our college building is a proper matter of congratulation and the fact that its cost scarcely exceeds the actual contract price entitles to just praise, and the thanks of this board to those gentlemen who were immediately engaged in its superintendence. Your committee would especially name in this connction, the president of the university, Professor Quinby, William N. Sage, Esq., Professor Cutting, and H. W. Dean, M.D., and would recommend for adoption a resolution of thanks to these gentlemen." The total cost of the building, including the architect's fees and extras, was $37,935.46.

On Wednesday, July 10, 1861, after the commencement exercises in Corinthian Hall were concluded, the alumni dinner was served in the library room of the new building, where the alumni were joined by the president and the trustees of the university and by a number of prominent invited guests, and

where, following the dinner, speeches were made and great satisfaction was expressed that the university had at last got its building.

Just before the time for the opening of the fall term, the *Democrat and American* said, "On Thursday next [September 12] the yearly course of studies in the University of Rochester will commence under circumstances which must prove gratifying to all well-wishers of the institution. The new building, in the northeast part of the city, is completed, and will then be occupied for the first time. . . . . It is much to be doubted whether a better constructed and finished building can be found in the country."

At the meeting of the executive board on November 22 the following was unanimously adopted:

"WHEREAS, This new home of the university has been mainly obtained by the zeal, the labors, and the self-sacrificing spirit of its noble-hearted president; therefore

"*Resolved*, That our secretary, Wm. N. Sage, be authorized, as our organ and in our behalf, to make known at the dedication of the chapel the name of the new building, which will be known and designated hereafter as

"ANDERSON HALL."

The dedication, not of the building as a building, but of the chapel in the building, took place on Saturday afternoon, November 23, 1861, with a "discourse by the Rev. A. C. Kendrick, D.D." President Anderson read a paper in which he made the statement: "In the plan and erection of the building the ideas of con-

venience, solidity, and economy have limited the action of the board. The building is intended for use, not for show. So far as it was possible within these imperative limitations, the board has desired architectural beauty. How far the architect has succeeded, must be left to the general judgment of architectural critics. . . . . In retracing in the barest outline the history of this building, from the first efforts to raise the money to erect it, till the present time, there arise, in the minds of those who have been most intimately connected with the efforts, emotions of mingled pain and pleasure—of pleasure and gratitude to God for the result; of pain at the very thought of the toil of brain and hand, of hopes deferred, of days and nights of depression, anxiety, and exhausting care."

In one of the "mock schemes" there was a crude ⅜-inch cut of a three-story building, denominated a "View of the 'Sincere Building,' which 'will be as good a hundred years hence as at this hour,'" quoting what had become bywords.

The *Interpres* of June, 1862, said that, since its last number "spread its fair sheet to the breeze of popular favor, our beloved Alma Mater has taken up her abode in a more commodious and pleasant establishment than the 'Old Hotel,' where she reared the children of her youth. We have exchanged uninviting back yards, and a prospect suddenly cut short by brick walls, for blooming orchards and waving fields; the racket of a tin shop, for the 'keynote of nature,' interrupted occasionally by the rattling of a railway train."

Conditions and events during the Civil War and following it—a testing time—come next for consideration.

CHAPTER VI

A TESTING TIME

THE blighting effects of the Civil War, which began in 1861, fell heavily on most educational institutions, and were seriously felt by the University of Rochester, although it survived them remarkably well. Something of how they affected the university was told by President Anderson in the annual report which he made to the board of trustees on July 10, 1865. He said:

"During the war now happily closed we have been under constant difficulties. My confident expectation at the beginning was that, should the war continue three years, our instruction must of necessity close. As it is, and with great care and trouble, we have kept up our classes with possibly less percentage of actual loss than has occurred in most colleges in our country. But the difficulties of discipline and administration have been indefinitely increased. Students and classes have been constantly unsteady and uneasy, some from patriotism, some from high bounties, and some from fear of what they thought the disgrace of being drafted.

"The academies in our neighborhood from which we naturally get our supplies of students have been each year since the war almost entirely swept of those

who were of military age and strength. The number of men in the army has made an unnatural demand for young men in all departments of labor. These reasons have taken from us the older and the soberer class of students and left us to a great extent with a college full of boys.

"It has been very difficult to keep up the standard of study and discipline. For any undue severity in requisitions almost always was sufficient to take a man off to the army. The constant excitement consequent upon volunteering and great operations in the field have kept the minds of young men preoccupied and rendered the teacher's work tenfold more difficult.

"All these causes have been exaggerated in their force by the youth of the institution, the necessity for the most rigid economy, and the necessary deficiency in that great body of alumni whose children and descendants form a sort of hereditary patronage for a college. Another difficulty has been found in the constant and enormous rise in all the expenses of living, while we are in the immediate vicinity of two colleges much older than ours, in one of which the tuition is absolutely, and in the other substantially, free. Again, ... the education society of the Baptist denomination has almost entirely intermitted the work of looking up and sustaining students for the ministry in the earlier portions of their course of study. All the best energies of the society for several years have been given to the single work of sustaining the theological seminary."[1] But, "taking all things together, we have

[1] Dr. Anderson said further that he believed that "had this university, with its claims and natural patrons, stood before the public alone, it would have ere this been amply endowed."

great reason for gratitude to God that we have been able during the war to go on without any serious break in our activity or a financial collapse."

In 1861 a committee told the board of trustees that much praise was due to the judicious course of President Anderson in restraining the natural enthusiasm of the young men and persuading them to persevere in their college course. However, he said in a speech which he made in March: "Terrible as is the calamity of war, the blotting out of a nation's life is more terrible; better that a million lives should be sacrificed than that this nation should perish; to avert such a catastrophe, I would lead the young men before me to the field of conflict as readily as to the recitation room." Again he said, in addressing the graduating class of 1861: "You now go forth to your appointed places among men. Your education, your capacity, your all, belong to the service of God and your country. By voice, by pen, by example, or by the sword if need be, these lessons which God is teaching us all you must illustrate and enforce among your fellow men. . . . . God grant that no one of you may ever prove a traitor to his country." Moreover, the university was described, by one Rochester paper, which another designated "our copperhead neighbor," as being "an 'abolition' concern—intensely radical, and utterly unfit to be entrusted with the education of young men."

Immediately after the evacuation of Fort Sumter, Professor Quinby commenced raising a regiment, of which he was made colonel. On May 10, 1861, the day before he was to depart for the field, the students presented him with a sword inscribed, "Presented to Col. Isaac F. Quinby, by the students of the Universi-

ty of Rochester, May, 1861, *Ne quid detrimenti Republica capiat*" ("That the Republic may receive no damage"). The duration of his absence at that time is indicated by a resolution of the executive board on September 30, 1861: "That the salary of Prof. I. F. Quinby commence when he returned to his duties after an absence of three months." During that time, Alonzo J. Howe, a graduate of the university, class of 1856, acted as professor of mathematics. Then, on March 29, 1862, the board voted that "whereas Prof. I. F. Quinby has been appointed and has accepted the appointment of brigadier general in the United States army . . . . the committee on internal affairs is authorized to fill his place during his absence." A. P. S. Stuart was employed to fill it until the end of the year in July, 1862. For the year 1862–63, the services of Professor Howe were again obtained. The catalogue for that year stated that Professor Quinby was "Temporarily absent, Brigadier-General U.S. Volunteers, commanding Division in the Army of the Mississippi"; and gave "Alonzo J. Howe, A.M., professor, *ad interim*, of mathematics and natural philosophy." After that Professor Howe entered the service of the old or first University of Chicago as principal of its preparatory department, eventually being made professor of mathematics.

In June, 1863, Professor Quinby was ordered home on sick leave, and the executive board requested the committee on internal management to assure him that his return to his duties in the university would be very gratifying, whenever he was released from the service of his country; and he was given in the catalogues for 1863–64 and 1864–65 as professor of

mathematics and natural philosophy, while the latter catalogue gave, in addition, "Otis H. Robinson, A.M.," a graduate of the university, class of 1861, as "tutor in mathematics." The employment of the latter apparently began with the winter term in January, 1865 (compensation, $125 a term), to assist Professor Quinby, who was called upon to give instruction in chemistry. From in 1868–69, Professor Quinby, who had been appointed United States marshal for the northern district of New York, taught but about one hour a day in the university, until he resigned his chair in 1884.

The *Interpres* of June, 1863, said: "Many of our fellow students, within the year, have changed the cloister for the camp. Some have returned wearing the insignia of noble scars, some are filling patriot graves. But, notwithstanding the havoc of war, our ranks are numerically about the same as a year ago. Envy might be disposed to attribute the cause of our undiminished numbers to the want of patriotic spirit. Such is not the case. Turn to the 'Roll of Honor' and see the array of talent gone forth to battle from this young institution, and you will ask no more decisive proof of patriotism. We have sent a full quota to the field, and yet, from the constantly increasing popularity of 'Rochester,' we have been enabled to maintain the average of former years."

The roll of honor referred to, headed by "Isaac F. Quinby, brigadier general," contained 57 other names, described as "a list of those who have been students here, who are now or have been in the army of the Union," it being added: "It will be noticed that many have won honorable distinction for their courage

and abilities. . . . . Alma Mater may well feel proud of these sons, and long will she cherish them."

According to the catalogues, the total enrolments at the university from 1861 to 1870 were: For 1861–62, 155; 1862–63, 149; 1863–64, 130; 1864–65, 108; 1865–66, 101; 1866–67, 100; 1867–68, 106; 1868–69, 107; 1869–70, 109. In addition, there were in 1862–63, 11 resident graduates; while in 1868–69 there were 9 special students, and in 1869–70, 6 in analytical chemistry.

The catalogue of the university for 1862–63 announced, in a two-page statement: "A most valuable and important addition to the educational means of the university has been recently made, by the purchase of the great cabinets of geology and mineralogy collected by Henry A. Ward. . . . . This purchase, at the low price of $20,000, has been accomplished by special subscription, made by liberal friends of the university, mainly in the city of Rochester. These cabinets . . . . were collected by Professor Ward during six years of extensive foreign travel, and during many careful visits to a large number of the most fruitful American localities. Having been compiled from the first upon a plan which contemplated the most complete illustration of every point in these two departments of inorganic nature, it is believed that these cabinets offer opportunities to students in these sciences which have not hitherto been presented in this country." The collection of fossils, it was further explained, represented the animal and vegetable life on our planet during each of the great geological periods. Besides, there were plaster copies, perfect in form and dimension, of the well-known genera of fossil quad-

rupeds; also a series of models, maps, sections, ideal landscapes, and cuts of fossils, intended to illustrate the lectures given on these subjects.

President Anderson's report in July, 1862, to the board of trustees had contained an earnest recommendation that the board should adopt measures to secure for the university these cabinets; but the committee to which his report was referred said that the fearful civil commotion which distracted the country and paralyzed every industrial pursuit forbade all hope of raising so large a sum as was necessary for their purchase.

On December 3, 1862, the *Democrat and American* said: "A public subscription of $20,000 in times like the present, for the purposes of science, is an event which demands a more extended notice than the mere announcement which has been made in our columns. . . . . These collections were made in the space of about six years, as the fruit of 100,000 miles of travel —in large part procured on the spots to which the specimens belong, the balance being the result of manifold exchanges and of purchase. The aggregate number of specimens in the two departments is over 40,000. Dr. Torrey, of Columbia College, says that 'No geological cabinet in the United States can compare in magnitude and value with this'; and of the mineralogical, that . . . . 'it is excelled by very few, and is admirably selected for the purpose of instruction.' . . . .

"Besides the enlightened public spirit which secures such a distinction to our city, it is pleasant to see the closer union which it creates between our citizens and the university. It was an argument for the establishment of the university here, that while, on the one

hand, it would confer advantages on the city by bringing liberal education within the reach of the great mass of our citizens, on the other hand, the citizens would become its patrons, using their wealth to multiply its facilities and attractions, and to increase its renown. The purchase of this cabinet is a pledge, and not the first, of the validity of that argument."[2]

By December, 1862, the strain of his duties, both from the amount of work that he undertook to do and from the anxiety which he had as president, had so told on Dr. Anderson's health that the executive board appointed Professor Kendrick, H. W. Dean, M.D., and William N. Sage a committee to consult with him and to ascertain what ought to be done about it. On January 27, 1863, the committee reported that Dr. Anderson, after mature deliberation, had concluded to go to Europe—had in fact sailed, and would probably be absent until the following September. He was away about a year. For the time that he should be absent, the board assigned the powers and duties devolving on the president to Dr. Kendrick.

From Venice Dr. Anderson wrote, on May 24, 1863: "I was not aware of the actual condition of my health until some time after I left New York. For six weeks I was in such a state of physical weakness and consequent mental depression that my suffering was

[2] Dr. Kendrick said, in 1895: "It is a little the fashion of late to question, or even deny the efficient mutual relations of the university and the city. This misrepresents the facts. During the entire life of the college the relations between the city and the university have been close. The rapid influx of a new population overshadows for a time old ties formed while the city was younger. But her graduates are among its men of prominence and culture, and the intelligent society for which Rochester is noted is due largely to her presence and influence" (*Martin B. Anderson, LL.D.; A Biography*, p. 147).

quite serious, though not under the influence of any positively developed disease. It was not until I arrived at Naples that I began to feel any natural vigor of body or elasticity of spirits." In another letter he explained that his weakness and ill health when he left home were due to his excessive anxiety about the university in times of peril, rather than to work; that he had a foolish habit of suffering by anticipation. A present danger or calamity he never greatly feared; it was generally something that he could fight with. In this way he had taken upon himself more trouble than was needful, which, on the other hand, had made him vigilant and had held him sharply to his duties when weariness would have counseled rest.

William C. Wilkinson, A.M., a graduate of the university, class of 1857, was professor of modern languages during the last term of 1862–63 and through the year 1863–64.

On September 26, 1863, the executive board voted: "That Prof. G. W. Northrup [of the theological seminary] be employed at the rate of $300 for teaching the present term"—apparently in the place of Dr. Anderson, who had not yet returned from Europe.

In the summary which the *Interpres* of June, 1863, made of conditions at the university, occurred the following:

"Each year enhances the merits of this intellectual retreat. We have the finest college edifice in the state; new professorships are being created; the choicest and most extensive of cabinets are being added to the means of education, and an intense *esprit de corps* exists with faculty and students, which is determined to make this university pre-eminent. Judging the future

by the past, the friends of Rochester may be enthusiastic as they behold the brilliant prospects guaranteed by former success. . . . .

"The college campus smiles in its verdure. Again the 'dignified' seniors, in 'swallow-tails' and 'stovepipes,' thread its walks, disporting in the sunlight of golden fancies of the future, and with an air of nonchalance awaiting the care and realities of active life, with full faith that the teachings of alma mater have fitted them to withstand its trials and temptations, and to surmount its obstacles. . . . .

"Professor Ward, so well known by his large geological cabinets, one of which, said to be the largest and best in the United States, is now the property of the university, is absent in Europe for the purpose of collecting a zoölogical cabinet."[3]

The first endowment of prizes in the university was made in 1864 by Isaac Davis, of Worcester, Massachusetts, who gave $1,000 to create the Davis prize fund to provide first and second prizes yearly for excellence in oratory by members of the senior class. Shortly after that he gave another $1,000 to establish the Davis scholarship fund. Other gifts by other persons in subsequent years, to endow prizes and scholarships, are listed in all the annual catalogues issued after such gifts were respectively made.

In February, 1864, Dr. Kendrick and Professor Cutting reported contributions to the amount of $1,530 for the library, which sum had been expended for books. Besides there had been some donations of

[3] On October 1, 1864, the executive board voted "that Professor Ward be allowed for the present to retain the rooms now occupied by him in the university buildings for his new collection of animals and birds."

books, and some of apparatus for the university. Dr. Anderson purchased some books for the library while he was in Europe.

In July, 1864, the board of trustees made the term bills $20.00 a term, including incidentals, and added $5.00 to the commencement expenses of the senior class. The executive board apportioned the $20.00 as follows: For tuition, $16.00; janitor's services, incidental repairs, wood, etc., $3.00; use of library, $1.00. The latter board also decided that the expenses of the junior exhibitions should be charged to the speakers; that members of the graduating classes should be charged $15.00 for diplomas and commencement expenses; and that for diplomas and expenses for the degree of Master of Arts the charge would be $8.00. The catalogue for 1864–65 stated that board could be obtained in private families at rates varying from $2.00 to $4.00 a week; but the rates quoted the following year were from $2.50 to $5.00.

The official program for commencement week, in 1864, announced, for Sunday evening: "A sermon before the Young Men's Christian Association in the University, at the First Baptist Church." That association was formed at the university that year, superseding there the Judson Society of Inquiry.

There was much, besides what has already been quoted from it, that is still of interest in President Anderson's confidential report of July 10, 1865, to the board of trustees. For instance, he said: "During the year I have attended to the religious exercises of the chapel and such other exercises, religious and moral, as could be given to all the students assembled together; to the discipline of the college as usual; and taken

the first term, two; the second term, three; and the third term, two, lectures or recitations each day. Most of these have been outside of my assigned department. . . . . The organization of the university is such that all the work and responsibility of discipline is concentrated on the president, while it relieves the professors of what in most colleges makes up their most annoying and wearing work. . . . . In addition I will say that our teaching force is so small that the illness or absence of an officer [of instruction] for a single day makes it necessary for me in most instances to take the place of the officer who is away, and this often for a week together.

"For other reasons, which I need not name, it becomes exceedingly difficult for me to be absent for a single day. I never return from a journey, however short, in term time without self-condemnation or cause for regret. This will explain the reason why I have been so unwilling to be absent from college in term time to procure subscriptions. I must take care of the internal affairs of the university. I cannot, organized as we are, be absent without serious evil occurring to the interests committed to my charge. . . . . I make these apologetic remarks because I have sometimes been made to understand that my duty has been otherwise interpreted by those who are my own personal friends and the friends likewise of the university."

Professor Cutting, it was stated, had during the year been absent six months, in New York, "engaged in procuring subscriptions to the endowment. Professor Ward also was off duty from illness a large part of the winter term, and, having closed a somewhat shortened course of instruction, has leave of absence to visit

California for the making of explorations and the improvement of his health. For two terms it has been necessary to have the work of a tutor [Otis Hall Robinson] to assist Professor Quinby while he was engaged in giving instruction in chemistry. . . . . Professor Quinby, with a good deal of self-sacrifice, has gone out of his department to teach chemistry for the past two years. Few men situated as he has been would have done it. But he is always ready for any work which is necessary to be done. . . . .

"Some intimations have been given by Dr. Cutting that the state of his health will require him to be permanently relieved of part of his work, or to resign. . . . . The instruction in international and constitutional law and political economy was connected with the chair of rhetoric simply to equalize the general labors of the professors. . . . . It will be a matter of the utmost importance, should any change be made in the department, that a young man and a broad general scholar be secured for the place. The faculty as at present organized is too nearly of the same age to be strictly healthy in its action. Whatever additions are made to it should be as far as possible of men younger than the average of those now in office. There is much work of detail of merely clerical nature which ought to be attended to which men with accumulating cares and advanced in life find it very irksome to perform. The university has actually suffered for the want of this clerical labor. . . . .

"It is highly important that more labor and care be given to the library. There is needed now the work of a man for three months on the books and pamphlets, to put them in a proper state. Many books need bind-

ing; and a more careful administration of the library is needed. This, like all deficiencies, is a matter of money. We cannot expect the librarian, who has nothing for his work; nor the assistant, who has but $100 a year, to do any great amount of work on the books, of the nature referred to. I am obliged to shut my eyes to many things which need to be done, because there is no one upon whom I can legitimately call to do the work. . . . .

"Just as soon as we can get our funds in such a state that we can be independent of students for income, it will be requisite to introduce a stricter and sharper system of rank and honors than we have had hitherto, and also a stricter demand for attainment for entrance into college. . . . .

"The board will see from this sketch why I am so anxious for an increase of funds and teaching force. The university in all its parts is so far below my ideal of what it should be that I feel a blush creep over my face at the enthusiastic commendations which it often receives from the public. In looking at the work of the last twelve years, while I see much, very much, to be thankful for, the predominant feeling is that of intense mortification and disappointment that so little has been done. While I am thankful for the kindness of the board so constantly extended, I feel actually oppressed that my hopes have been so inadequately realized. Still, I would be cheerful and hopeful for the future. I have never labored with more heart or hope than during the past year, or with more willingness to give whatever I am, or may become, to your service in building up on a solid basis that university which has

gathered around it so much of our common labors and prayers."

At the meeting of the executive board on March 30, 1865, "Dr. Cutting reported progress of new subscription to endowment fund, which he thought would realize about $80,000." On September 18, the board directed "that the subscribers of the new endowment fund be notified that the amount of one hundred thousand dollars had been subscribed, and, therefore, the subscription had become binding."

At the annual meeting of the board of trustees in July, 1866, the committee to which was referred that portion of President Anderson's report of that year which related to salaries, reported "that the present income of the university will not warrant the increase of salaries, as it is barely sufficient to pay present expenses, yet your committee believe the present salaries paid to the president and professors are inadequate to their support"; and, "trusting in a kind Providence and the liberality of the friends of the university," would recommend that the salary of President Anderson be fixed at $3,000, and the salaries of Professors Kendrick, Richardson, Quinby, and Cutting at $2,000 a year each, commencing July 1, 1866, with $200 extra for Professor Quinby for services rendered in the chemical department the past year. The report was adopted.

The catalogue for 1866–67 gave (Rev.) "James Orton, A.M., instructor in the natural sciences." He apparently began service in January, 1866, and continued to render it until July, 1867. A couple of years later there was a payment to him of $122 "for shells"; and one of $75 to Professor Ward, for shells.

The establishment of a department of chemistry was agitated for several years. In July, 1863, the board of trustees, after the presentation of a report by H. W. Dean, M.D., of the board, and Professor Quinby, by resolution heartily approved their recommendation on the subject of a department of chemistry and authorized the executive board to make all necessary expenditures in fitting up a new room for the department, "as soon as a sufficient sum of money shall be raised to purchase the necessary apparatus." In July, 1867, the board, on motion of President Anderson, appointed Samuel A. Lattimore, a graduate of Indiana Asbury University (now DePauw), professor of chemistry and *ad interim* professor of geology. Under "Chemical Laboratory," the catalogue for 1867–68 announced: "Important improvements have been recently made in the facilities for the instruction of undergraduates in general chemistry. An additional room [in the basement of Anderson Hall] has also been provided and furnished with the requisite apparatus for the use of those who may wish to pursue a more extended course of theoretical and practical chemistry by conducting their own experiments and investigations. Special students will be admitted in the laboratory for instruction in the theory and practice of chemical analysis, qualitative and quantitative, the applications of chemistry to the mechanic arts, the assay of ores, etc." With that beginning, Professor Lattimore built up and maintained, through forty-one years of service, a strong department of chemistry. He retired on July 1, 1908.

At commencement time in 1866 the alumni held what were styled "dedicatory exercises," for a me-

morial tablet which was to be erected in the chapel in Anderson Hall to those from the university who had fallen in the war. The tablet, to be of Rutland marble and to cost $600, was to contain the names (omitting titles) of Brigadier General Jeremiah C. Drake, class of 1852; Captain Sidney E. Richardson, '53; Captain William E. Bristol, '56; Lieutenant Theodore E. Baker, '57; Captain Sylvanus S. Wilcox, '60; Captain Charles H. Savage, '61; Lieutenant Joseph Webster, '61; Lieutenant William C. Hall, '63; Lieutenant William E. Orr, '64; and Captain J. Harry Pool, '65.

At the alumni dinner that year at the Osburn House, Dr. Anderson, in responding to the toast, "Our Alma Mater," said that the library fund amounted to $35,000, securely invested; and that, through the liberality of William Kelly, president of the board of trustees, philosophical apparatus to the value of more than $1,000 had been purchased. Then Dr. Anderson said of himself that he disliked to be congratulated on the success of the university. It was not a success as yet. He was working underground and had not yet seen daylight. He had plans and hopes for the future in the attainment of which $500,000 could be profitably expended. The money would be forthcoming some day. The foundations of the university were laid broad and deep, and it would achieve success.

Referring to the principles which underlay the instruction given in the college curriculum, Dr. Anderson said: "Our university is a foundation for Christian education. Our instruction . . . . rests upon the great catholic principles which have been received and held as true by all Christians in all time. . . . . In all the

religious instruction which we impart we refer to those broad, general, universally accepted principles. As individuals, the members of the faculty belong to different denominations. . . . . We all have our opinions in regard to points of minor importance. We cling to them with honest and sincere affection. But as instructors in the university we meet upon a broad and general ground, and co-operate without the slightest hint of dissent or controversy. The same is true of politics. The instruction imparted in this university is founded only upon those broad and general principles which underlie the very conception of a republic and which every lover of his country approves. During the war there was an exceptional period. We all belonged to one party then. Our history shows how we did our duty to our country, both as instructors and as scholars. We spoke with no uncertain sounds. But with the return of peace parties will begin their natural cleavage. Honest, patriotic, high-minded men will honestly differ respecting men and measures. And yet there are certain great convictions respecting politics—respecting the foundations of the state, in which all good men agree. On these foundations we, as teachers, take our stand, especially upon these convictions as understood by the fathers and founders of the republic. . . . . As to the application of these principles, we have nothing to say. . . . . I have my own convictions respecting politics. I am not considered a very good party man, I believe. Some folks might call me a 'trimmer.' But whatever I think, that I generally say and vote; and I am willing to give others the same privilege. I feel that I have nothing whatever to do with the political relations of my students. I give

them principles; the application of those principles they must make for themselves. Political parties are a necessity of our free government."

Responding to the toast, "The Board of Trustees," William Kelly, president of the board, said that he was more hopeful than Dr. Anderson seemed to be of the financial affairs of the university; that he thought it was doing very well; but should expect, when the graduates were greater in number, older in years, and richer in pocket, to see them manifesting a liberality toward the institution which would amply cover every want. Another account was that "Mr. Kelly seemed to be very well satisfied with the present condition of the university, and hopeful for the future. We were going to say *very* hopeful, but the phrase would not suit his temperament. As he said himself, he does not seem to be as 'high-strung' as Dr. Anderson."

Something of how Dr. Anderson, as president of the University of Rochester had come to be regarded at various other seats of learning was indicated by the fact that, as he once stated, four times within two or three years he had been approached, officially or unofficially, in reference to leaving the position which he held in Rochester. Dr. Edward Bright said of him—at the Anderson-Kendrick reception in New York in 1879—that "he has gone straight on with his work, while institutions such as Brown University, Union College, and the University of Michigan have done their utmost to induce him to change his relations, with the promise of more than doubling his salary. Leading men of New York have also done their utmost to induce him to frame a bill for creating a much more

comprehensive state educational board than anything we now have, and to become himself its president on any salary he might name. Prominent men of the district in which he lives have again and again pressed him to accept a seat in Congress, with a certainty of his becoming a United States senator. But he has proved himself to be immovable."

The climax in this respect came when in 1867 he was elected president of Brown University. Rev. Joseph H. Gilmore, who was a graduate of that university and was the pastor of the Second Baptist Church of Rochester, said that the call extended to Dr. Anderson was the only unanimous one ever given to any president of that university up to that time. The call caused great anxiety among the alumni and friends of the University of Rochester.

A meeting of alumni and citizens was held on April 20, 1867. William N. Sage, treasurer, explained that of the first subscription—obtained in 1850—of over $130,000, about half was given by citizens of Rochester and Monroe County; of the second—in 1853—of $40,000, more than half was obtained in Rochester, $17,000 of it having been given by Mr. Burbank. The third subscription, of $25,000, was given for the library fund, by General Rathbone, of Albany. The fourth subscription, of $20,000, for the Ward cabinet, was given mainly by citizens of Rochester. Of the last subscription, of $100,000, only $4,000 was obtained from (two) citizens of Rochester, the balance being given mainly by friends of the university in the eastern part of the state; secured mainly by the efforts of Dr. Anderson and Professor Cutting.

(William Kelly, of Rhinebeck, apparently gave $30,000 of it; and Lewis Roberts, of New York, $7,500.)

The property of the university was valued at $280,460.40, namely: Anderson Hall, with twenty-three acres of land and improvements, $77,835.86; cabinets, library, apparatus, and furniture, $37,396.79; bonds, mortgages, bills receivable, subscription accounts, and cash on hand above debts, $165,227.75. Estimated income, $14,400; expenses, $17,100, making a yearly deficit of $2,700.

Urgent needs were: the income of $100,000 to meet this deficit and endow a professorship of modern languages and one of analytical chemistry; a house suitable for the president and worthy of the institution, to cost about $15,000; a laboratory for the chemical department—building and apparatus to cost not less than $15,000; a building with suitable rooms for students from abroad, to cost about $25,000. Besides, it would be very desirable to have a building worth about $50,000, suitable for cabinet, library, and gallery of art; also, to have a professorship of political economy and civil history endowed for $30,000. The result was the passage of a resolution on motion of Lewis H. Morgan, that an effort should be made to raise $30,000 in Rochester and vicinity, for the purpose of erecting a suitable residence for the president of the university and for the further purpose of erecting and furnishing a chemical laboratory, the first sum raised, not exceeding $20,000, to be expended on the president's residence.

The *Rochester Express* said that the call for a meeting had the effect to assemble a large number of the more prominent members of the community and

to call out from them a warm and unanimous expression of regard for and attachment to President Anderson. "But this worshipful bearing toward the unselfish and devoted head of our university is not what he seeks or desires. He is conscientiously laboring to fulfil the work which he considers to be his peculiar 'calling,' and personal considerations, popularity, or the praise of men, is not what he seeks. We can fully appreciate his consciousness of being hampered and hindered in his great work by the lack of means to accomplish it upon the broad and liberal plan which he has formed in his own mind, and which he ardently, and with intense longing that pains the heart, endeavors to accomplish. He is just now offered the means [at Brown University], in their fullest amplitude, for which he has prayed and labored unrestingly. . . . . The debate in his mind would be brief, and the answer prompt, should it be evident to him that our university has attained already its highest mark, and that he must not expect it to go farther. The temper of the meeting of Saturday evening shows that this is not the case; that citizens representing all denominations feel a lively interest in the success of the university, and will do what they can to promote its highest usefulness. . . . . Mr. Morgan spoke of the importance of retaining the services of President Anderson, not only for the benefit of the university, but for that of the city and state."

Professor Cutting, in speaking of some suggestions that had been made as to what ought to be done, said that "a building for dormitories, in some form, may become a necessity, though on that subject we are not agreed." But some of the alumni said after the

commencement: "Our college must have a dormitory."

On June 7 Dr. Anderson's decision was embodied in a letter in which he said: "After anxious and protracted deliberation I have decided to decline the office tendered to me by the Fellows and Trustees of Brown University. . . . . Could I have seen it to be consistent with the considerations of honor and duty which bind me to my present position, nothing would have given me greater gratification than to serve them." At the alumni dinner, which that year was, for the first time, held in the chapel of the university, he declared: "I felt that those who had invested in me when I was comparatively worthless, had a right to the benefit of any rise in the stock."

In addressing those who, on April 20, 1870, at the Astor House, in New York City, organized a local association of the alumni of the university, President Anderson told them: "It has always been my wish from the very beginning of my work at Rochester that there should be a constant communication between the alumni and the university; that there should be an effectual circulation between the common members, so that we should not lose our acquaintance or our sympathy with each other. . . . . I am not held in this position in which I am by money; . . . . nor is it by being at the head of a great institution of learning, whose large endowments and large number of alumni give it a prominent position in the world. I am not insensible to the impulses of ambition—I would not be a man if I were. I love the respect of my fellow men, if it is given in payment for honest work on my part. But there are some things that I esteem more highly than

the regard of my fellow men, public honor, or emolument. One of them is the affection of personal friends —those with whom and for whom I have labored.

"We must become attached to any institution for which we have labored hard. There are no very imposing results which have come from the labors of myself and the trustees of the University of Rochester; but there has been something done—we believe, something worthy; we believe, something which will tell in the future. This much is certain, exhausting, hard work has been done—this much is certain, that there has been devotion, earnest, untiring devotion to what was believed to be a worthy end, and for a worthy purpose. Those of us who have been associated in these labors and cares have come to be interested in the work which we are doing, and, above all things, in the persons with whom we have had to do. The institution is an abstraction; you are realities; you are not so large [in number] but that we know you through and through, from the egg to the apple; and knowing you, knowing your virtues, knowing your capacity for labor, we have come to be interested in you, to have an affection for you; and it is this high personal regard for the alumni of Rochester, one by one, that has kept me, held me, where I am. . . . . I have burned my ships, I do not propose to leave for a better place, and therefore I am glad to see this association. . . . . I am glad to have this organization so that we can help each other. . . . . We, in the university, need your supervision. Often we need your criticism—give it to us. I have given it to you; give it back again."

By resolutions adopted at their annual meeting in July, 1867, the board of trustees expressed the "desire

to record their full appreciation of the final answer which President Anderson has given to the flattering and pressing invitation to leave them. . . . . We recognize in this final decision those intellectual and moral traits which we are always proud to recognize in the present head of our university, namely, a signal unselfishness combined with a just ambition for influential and useful position; a noble self-forgetfulness united to the most far-seeing sagacity. For we cannot doubt that whilst the decision of our president has been inspired by a spirit of generous present self-sacrifice, it has also been determined in part by a prophetic faith in the great future of the Rochester University. We will endeavor to meet our beloved president in the same spirit of self-sacrificing faith, and, casting our great enterprise in prayer on the good and guardian providence of God, we will go forth to labor with new zeal and hope to make our university all that its position and relations demand that it should be made." The board fixed the salary of the president at $4,000 a year, and requested the executive board to procure or build a suitable house for him as soon as the means for doing so were furnished.

A committee of citizens appointed in April, 1867, reported in April, 1868, that they had obtained for the president's house and a chemical laboratory for the university ninety-four subscriptions amounting to $31,150. John B. Trevor, of New York, subscribed $12,500 of the amount. The other subscriptions ranged from $1,000 down to $25. In the meantime another committee, of which Dr. Anderson was a member, decided that, instead of purchasing a house, it would be better to build one on the university tract,

at the northeast corner of Prince Street and University Avenue. But, a good opportunity arising to purchase the house and some 3½ acres of land on the opposite (northwest) corner, that property was purchased, for $19,000, according to the deed of the university dated April 29, 1868. The house was afterward remodeled, somewhat enlarged, and had considerable other improvements made upon it.

In consequence of the sale by the university—to Giles B. Rich for $10,000—of the old university building on Buffalo Street (now Main Street West), the executive board voted, in March, 1867, to offer to the Rochester Theological Seminary "the same quarters in the new university building on the same terms as previously, at the rate of $300"; or, if taken care of by the janitor, $400. But the seminary never occupied any portion of the new university building, and did not purchase from the university the old building.

Different propositions had previously been made, but no agreement on any of them was ever reached. In November, 1859, the executive board had a communication from a committee of the New York Baptist Union for Ministerial Education (the body maintaining the seminary), asking on what terms the property on Buffalo Street (the old building) could be purchased and the amount due from the union be canceled. The board, valuing the property at $16,000 and holding a note against the union for over $4,000, mainly for accrued rent and interest, answered that it would sell the property, and cancel said obligation, for $10,000.

A communication dated February 8, 1865, was received from James D. Reid and Alvah Strong, com-

mittee, saying that "Hon R. S. Burrows, who caused the insertion in the conveyance of the eight acres on which your building stands of an article permitting the erection of buildings for the seminary thereon, has offered us ten thousand dollars as a basis for that purpose. The undersigned have been instructed to apply to you for the privilege of erecting a suitable building, the architecture of which shall be in keeping with the location, on the vacant space between your building and Prince Street [about where Sibley Hall was afterward erected]. We deem this the site most desirable for both institutions, especially as it is contemplated that our library shall be very complete, and, it may be, available to the religious literature of our city." The communication was referred to a committee to confer with the board of the seminary.

On March 28, 1866, this committee sent a formal answer, stating that, as they understood the views of the university board, it was willing to give a perpetual lease to the seminary board of so much of the Boody tract as might be needed for their building purposes to the amount of one-fourth of said tract commencing with the line of Goodman Street and extending toward the university building. Or, if the seminary board should not wish to occupy that site, the university board would be willing to sell to the seminary board such a portion of the university campus as had been purchased as should be necessary for the seminary building. The committee added that the university board had no other end in view than the fraternal discharge of that trust committed to them by the common founders of the two institutions and that the unanimous opinion of the Baptist members of that

board was that the common good of both institutions would on the whole be promoted by their buildings being situated near to each other.

The reply, dated April 26, 1866, signed by Alvah Strong, E. G. Robinson, J. O. Pettengill, A. R. Pritchard, committee on location, declined the leasing proposition because the location was unsuitable and because it was not believed that intelligent and disinterested Baptists would sanction the erection of such buildings as were needed on any grounds which the seminary could not hold in fee simple. "As respects your second proposition, we are not satisfied that the 'common good of both institutions would be promoted by their buildings being near to each other.' On the whole, after mature deliberation, our conviction is that the welfare of neither institution, particularly that of the seminary, will be promoted by the occupancy of the same or of contiguous grounds. Separate locations would avoid those mutual annoyances which experience teaches are likely to arise between institutions so distinct in aims and in their modes of administering their affairs as corporations. . . . . Such separation will also contribute to relieve the public mind of that tendency to identify and confound the seminary with the university, by which the procurement of funds for the endowment of the seminary has been so seriously retarded. Moreover, the university grounds lying as they do on the extreme limits of the city, are too remote from its churches and other centers of influence. . . . . In view, therefore, of the reasons stated, though we recognize and thankfully acknowledge the courtesy of your offers, we feel ourselves obliged, and respectfully, to decline them."

At the annual meeting in July, 1868, of the board of trustees of the university, the committee to which was referred the president's report said that the income of the university was then less than its expenses by about $5,000 and that the new professors and professorships which were inevitable, with the certain increase in salaries necessitated by the financial condition of the country and the growing demand for cultivated and successful men, must add thousands upon thousands of dollars to the yearly disbursements. To provide for these present and swiftly increasing outgoes, measures should be immediately taken toward adding $250,000 to the productive funds (which was not done). For reasons given by the president, Dr. Kendrick should have a salary of $3,000, with the understanding that his services as an instructor [which had been divided with the theological seminary] should be given wholly to the university. In conclusion, the committee expressed its conviction that Dr. Anderson should as far as possible refrain from taking upon himself such additional professional duties as had in more than one instance seriously affected his health. His life and services were altogether too valuable to the university to be placed in jeopardy by overtasking his resources.

A year later the committee on the president's report said: "The raid now made upon the old Greek and Latin classics will not be of long duration. Raids are always short-lived, and the fiercer they are the sooner they subside. This university can best afford to stand by the old landmarks of collegiate culture, and in the spirit of a progressive conservatism, refusing to give up that which is good and noble in the old, be

ready at the same time to receive and hold all that is signally good and noble in the new."

At a meeting of the executive board in March, 1865, the question of rearranging the course of instruction was referred to a committee of which Dr. Anderson was a member, but the catalogues show no great change as the result. However, the catalogue for 1867–68 stated: "The classical course will hereafter include a more extended course of modern languages under a professor appointed for that department." The catalogue for 1869–70 said: "Members of the senior class are permitted, upon sufficient reason given to the faculty, to substitute for the studies of the regular course such other courses of instruction, in which classes may be formed, as may especially fit them for the studies which they intend to pursue after graduation."

In 1867 Otis Hall Robinson was made assistant professor of mathematics and appointed librarian. In July, 1869, he was "elected a professor of mathematics, it being understood that Professor Quinby is to hold the same position as the head of the department that he has heretofore."

On January 17, 1868, the executive board made two important appointments. One was of Albert H. Mixer to the chair of modern languages, which he held until he retired in June, 1904. The other, following an acceptance of the resignation of Professor Cutting, was of Joseph H. Gilmore, to be professor of logic, rhetoric, and the English language and litature, which was followed by a service continuing until his retirement in June, 1908.

The catalogue for 1867–68 gave "William W.

Gilbert, A.M., tutor in Greek and Latin," but his service was apparently for not much more than a couple of terms, beginning in January, 1868. He was a nephew of Mrs. Anderson and an alumnus of the university, class of 1861, who went through the war, attaining the rank of captain. The catalogue for 1869–70 gave "William C. Morey, A.B., instructor in Latin." He was a graduate of the university, class of 1868, who had, after his freshman year, entered the army in 1862, coming out a brevet lieutenant colonel. From 1870 to 1872 he was professor of history and English literature in Kalamazoo College. Then he was recalled to Rochester as professor of the Latin language and literature; and in one chair or another rendered service until 1920, when he retired. Instruction in that department had, during the somewhat protracted illness of Professor John F. Richardson which resulted in his death on February 10, 1868, been given by other members of the faculty and was continued to be given by them until 1870. Thereafter for about two years, until taken over by Professor Morey, the chair of Latin was filled by Rev. Adoniram Sage, of the class of 1860.

When the catalogue for 1867–68 gave "Samuel A. Lattimore, A.M., professor of chemistry," it gave "Chester Dewey, D.D., LL.D., emeritus professor of chemistry"; but the latter had apparently ceased to give instruction several years before that. Dr. Dewey, who was born on October 25, 1784, died on December 15, 1867. Dr. Anderson referred to him as having been a member of the noble band of pioneers in scientific inquiry in our land, and one of the founders of

the system of natural science in our country; a man, too, whose heart was always young.

Of Professor Richardson it was said that every student who had sat in his recitation room knew that he was never wanting in the first requisites for a teacher—accuracy, reliability, regularity. He was all that he seemed to be; and no pupil could ever feel the slightest doubt as to his genuine sympathy with those receiving instruction and his deep interest in the work that lay before them. Day after day, week in and week out, he appeared the same even-tempered, good-natured, genial man—almost as much like a friend and companion as a superior and instructor. His kindness in the recitation room was proverbial.

Changes in the board of trustees were made as follows: In 1865, Marsena R. Patrick was elected a trustee, vice Azariah Boody; in 1866, Rev. V. R. Hotchkiss, of Buffalo, vice Rev. Edward Lathrop; in 1867, Rev. Edward Bright, D.D., of New York, vice Rev. James O. Mason, and Edwin O. Sage, vice Edwin Pancost; in 1868, Hiram Sibley, vice Jacob Gould, and John B. Trevor, of New York, vice Matthew Vassar; and in 1870, William A. Reynolds, vice William Pitkin. Edwin O. Sage, '53, a brother of William N. Sage, was the first alumnus of the university to be made a trustee. Dr. Bright was the editor of what was, by consolidation, the *Examiner and Chronicle*.

According to the *Interpres* of June, 1868, which then consisted of twelve pages approximately nine by twelve inches in size, and which purported to be published by the junior class, improvements worthy of remark were being made on the campus, considerable

grading and ornamentation of the grounds being contemplated.

Under "Class Organizations," the senior class of 1868 was shown to have had a boat association and a chess club. "Boat: '*Sans Souci*'—a six oared lap-streaked gig, with coxswain—39 ft. long, 35½ in. wide; built by Joseph Ulrich, of New York. Uniform—pants, white; shirts and cap, white, with magenta cord." The junior class had glee, baseball, chess, and boat clubs. The boat was "'*Dux*'—length, 38 ft. 6 in.; width, 2 ft. 10 in.; draws, 8 in. Uniform—magenta caps with white trimming; white shirts with magenta bands, and magenta pants with white stripes." No coxswain, but a stroke oarsman, was mentioned. The sophomores had glee, baseball, chess, and boat clubs—boat not described. The freshmen had a glee club and a baseball club.

The program for class day, June 10, 1868 (which was also the last day of senior examinations), included an oration, poem, history, prophecy, senior horn song and presentation of horn, junior horn song and reception of horn, funeral march, exercises around the tree, burial service, requiem, reading of resolutions, depositing of class records, etc., smoking song, parting song. "The exercises were held as usual at Anderson Hall and upon the campus, with a large and appreciative audience in attendance. . . . . After the singing by the senior and junior classes, the assembly gathered around the tree to witness the last exercises of the day. A procession was formed, led by the band, to follow the remains of 'Bohns,' that poor and worn Bucephalus, which had been so true and faithful during four long years of hard and active service."

The catalogue for 1863–64 was the last one to mention the "two literary societies, the Delphic and Pithonian." The catalogues for the next two years mentioned only the "Delphic society, an organization for debate and other literary exercises"; and then notice of that was discontinued. A report of the meeting of the alumni in 1867 said that a resolution proposing a reorganization of the two societies was offered, discussed at some length, and adopted—considerable feeling being manifested on the subject. The societies "were killed by college politics three or four years ago, and . . . . it would be of little use to reorganize them, unless among the undergraduates who must constitute the active membership there can be aroused a spirit different from that which prevailed during the closing years of their existence. A literary society which confers its honors upon this or that man because 'his turn has come,' though he may not have put in an appearance at a meeting from one term's end to another, might as well die—or, being dead, remain unresurrected." Revivification does not appear to have been accomplished.

Dr. Anderson continued, on proper occasions, to forcefully express his opinion that, however good the condition of the university might be in many respects, it was nevertheless not what it should be; and that the university vitally needed a very large increase in its endowment, additional buildings, more men in the faculty, and various things in equipment; also, many more students. His insistence on these points brought others to realize their importance. The committee to which was referred his annual report for 1869 advised the trustees that "the number of young men in the

undergraduating course should be doubled; and the money endowment of the university should be doubled. Parents having sons need to be taught how invaluable will be a liberal education to them whatever may be their life calling; and men having the means need to be shown how impossible it is for money to be invested in higher or more enduring works of beneficence than in enabling an institution like this university to multiply the fruits of solid and thorough Christian education from generation to generation. This is what needs to be done. The president of the university ought not to attempt to do this work except it be incidentally and without tasking his thoughts or his time."

After that two of the catalogues contained the name of "Prof. L. R. Satterlee, general agent and financial secretary." When he presented his report to the board of trustees in 1870, it was referred to a committee of five, which recommended (1) that he be requested to take immediate measures to organize students' boarding-clubs and take care that they were efficiently conducted so that the price of board might be kept at a reasonable rate; (2) that he take measures to secure rooms in proper places and at reasonable rates for students, either by renting the upper rooms of blocks of buildings with a view to subletting them to students or by renting houses for a similar purpose; (3) that he report at an early day a comparative estimate of the cost of living at different colleges, together with all facts bearing on the question of the expenses of living and the best means of reducing them, with a view to reducing them in the future; and (4) that the board of trustees hold itself open to receive moneys from benevolent persons for the purpose of

founding halls in which indigent students to a limited number in each should have rooms and board under the supervision of some proper person living in the hall with his family, the end sought being to secure decrease of expense and at the same time family supervision and the avoidance of the evils of ordinary college dormitories.

Apparently nothing of permanent significance came from these suggestions, or from the financial secretaryship itself, which was discontinued after a fair trial. But it may be noted that, prior to this, the catalogue for 1868–69 said: "Parents who send their sons to the university are recommended to secure for them, during their college course, the influence of a Christian home, so far as practicable. Rooms which afford ample accommodation for two students can, however, be secured, in buildings designed especially for this purpose, for $1 per week. . . . . The janitor of the university will furnish its patrons with all necessary information respecting rooms and board." Again, it was declared: "Experience proves that nothing has a more unfavorable influence upon a student's moral conduct and habits of study, than the unrestrained use of money."

At a meeting of the executive board in September, 1870, the subject of providing more satisfactory accommodations for the students was presented and discussed very fully from all standpoints. No action, however, was taken because the funds of the university were in such shape that it was thought inexpedient to divert any of them for that purpose; and it was considered that, before anything of that kind was attempted to be done, the more vital interests of the

university required an increase of the endowment funds.

A mock scheme got out in 1870 contained a woodcut which represented the "U. of R." in the form of Anderson Hall on a four-wheel truck (such as one sees at railway stations), with Dr. Anderson striving to draw it forward while with one hand he was reaching after "success," shown as a bee or a fly ahead of him, but the truck being held back by a large stone, marked "no dormitories," in front of the rear wheels, and by the rear axle being strongly chained to a stout post labeled "no funds."

In July, 1870, the board of trustees voted that the professorship of mathematics and natural philosophy should thereafter be designated the "Tracy Harris professorship; the same having been endowed by gifts from the late Tracy Harris [of New York City] to the amount of $30,000."

Moderate growth of the university is happily the distinguishing feature of the next chapter, which covers the latter half of President Anderson's administration.

CHAPTER VII

MODERATE GROWTH

NOT only a continued good record but one of moderate growth was made in the history of the University of Rochester during the remainder of the administration of Dr. Anderson as president, that is, from 1871 to 1888, inclusive, and, as acting president, extending into the year 1889. That this was so was largely owing to his personality, broad views, wise management, hard work, and unyielding perseverance, with his profound confidence in the importance of the university and the immeasurably greater future which he foresaw for it. True, what was accomplished through his long service, from 1853, was very much less than what he desired, and had expected it to be, and what he strove strenuously to make it, still it was ample to redound highly to his credit and to the benefit for all time of the university.

The committee to which was referred his report to the trustees in 1871 deemed it worthy of remark that it contained "not a desponding or discouraging sentence in it, from the beginning to the end," but was "full of hope and strong in its convictions of a great future for the university." Undoubtedly something of that feature of that report was attributable to the effect on Dr. Anderson of knowing that at the meeting

of the board of trustees on June 27, the date of the report, Hiram Sibley, one of the leading business men of Rochester and a trustee of the university, was to present a proposition to expend, on his part, not less than $75,000 in the erection of a fireproof building to house the library and cabinet of the university, with the definite purpose of having the library, in addition to its service as the university library, serve also as a reading or reference library for the public. How much that meant to Dr. Anderson may be inferred from the importance which he attached to the university's having a good library in a suitable building, and the considerable personal attention which he gave to the library.

Furthermore, the receipt of Mr. Sibley's offer encouraged the board of trustees so much that it decided to try to have $100,000 raised during the ensuing year, to be added to the productive funds of the university. A committee, headed by Edward Bright, was appointed to the task of raising the fund; and, in July 1872, the board made record of the fact that its thanks were "eminently due to Rev. Dr. Bright for his self-sacrificing efforts in obtaining the $100,000 additional funds and subscription to the general fund."

The year of 1871 also witnessed the inception of a movement, at the annual meeting of the alumni, to raise an alumni fund of $25,000 for the university; and a committee was appointed to take charge of the matter. In 1874, on motion of Professor Otis H. Robinson, it was voted to call the fund the "Anderson Alumni Fund." However, the proposed fund was not completed until in 1889; and Dr. Anderson himself subscribed toward it $500, which the committee com-

pleting the fund proposed, in 1889, should be refunded to him, with ten years' interest.

Beginning in 1871 the third term was shortened, and the date of commencement, which for the first twenty years had been the second Wednesday in July, was changed to the Wednesday before the Fourth of July, which still sometimes brought it into July. But from 1882 commencement was the third Wednesday in June.

According to the catalogues, the total enrolment for 1871–72 was 133, which included 7 special students in analytical chemistry; while from that year on the total was generally between 150 and 160, although in 1873–74 it was 173, including 13 special students in analytical chemistry; and again in 1888–89 it was 173, including 9 students in chemistry not counted elsewhere. That a more rapid increase in the attendance was not registered was owing largely to encountering a growing competition or rivalry and, some persons thought, to the fact that there were no dormitories for non-resident students.

On the subject of competition, or rivalry, President Anderson said, in his annual report in 1868: "We are still poor, but we have a possession which no money could buy—a good reputation for learning and ability among our teachers, and for the discipline, ability, energy, and success of our alumni. This reputation is not yet sufficient to crowd our halls with students, for as yet our alumni are young and we are surrounded by the graduates of the older colleges of our own and adjoining states who, from old recollections and natural sympathy, send their sons to their own alma maters. Our reputation with the public at large has even tend-

ed to generate an intenser rivalry among other and older institutions than otherwise would have existed, ... and no portion of our state has been plied more strongly by appeals to college feeling and sectarian prejudice than our own city and the immediate field from which our pupils are drawn." At another time he stated that the fact that when he was an editor he had led in the opposition against what he termed a "sectarian version" of the Bible had caused the agents of the society which undertook having the revision made "to oppose us wherever they traveled through the United States"; and for some years there was a large number of those agents, a great part of whom exerted all their influence against the university.

Founded on what had been his own experience of fourteen years with the dormitory system, and on what he had learned of how it had generally worked at other institutions, Dr. Anderson concurred in the view of those who had deemed it wise to exclude it from Rochester in order to avoid the evils which were too often connected with it, although he at least once characterized what had been done in that regard at Rochester as experimental. Moreover, some observers remarked that Rochester was singularly free from the graver disorders that occurred in many places where there were colleges with dormitories.

Nevertheless, there was evidence from time to time that there were those who believed that the university needed dormitories. For example, the editorial board from the class of '71 said, in the *Interpres* of July, 1870, then a thirty-two page "magazine," or pamphlet, $5\frac{1}{2} \times 8\frac{1}{2}$ inches in size: "It seems to us that the greatest need of our university is that of dor-

mitories, since without them we can never enjoy a decent supply of that delightful article, vaguely called *college spirit*. But this college spirit is just what college corporations object to, maintaining, as they do, that young men devote more time to their books and are more regular in their attendance when living apart from each other. This is a plausible theory, but let us see how it works when put into practice. Here the students live in private families where their heads are so thoroughly turned by the society of their landladies' daughters that they pay little or no attention to their studies—indeed many of them begin to prepare for marriage two years before they graduate. Besides, they live so far away from the college buildings that they can scarcely ever be punctual at chapel! And, even allowing that the absence of dormitories prevents much mischief and induces study, it deprives us of all those delightful associations and those lifelong friendships which add so much to the glory of college days, and which, after all, are the only things to which students love to revert in after years."

Another board of junior-class editors said, in the *Interpres* of 1871: "It seems like unearthing an affair which has been run into the ground, but we are going to present our view upon the old subject of dormitories. And, in beginning, let us say that we think it high time for the trustees and executive board of the university to exert themselves in raising a new endowment for it, and in enlarging the sphere of its usefulness, in order to bring it up to the demands of the present time. We ourselves begin to fear for its future. So long as our honored president lives, Rochester will always have a respectable number of students, but when

he is gone from us, and a new and perhaps untried man shall endeavor to fill his place, where will the university be? We behold institutions springing up on every side, with large endowments, and with everything necessary to make them successful when they shall have gained experience. . . . . Within a circle of 75-miles radius [centered near Syracuse], stand six institutions—Rochester, Hobart, Hamilton, Madison [now Colgate], Cornell, and Syracuse. On so small a field it must be a continual struggle for supremacy. . . . . Part of this needed endowment should be expended in the erection of dormitories. Students will not come in any great numbers when they are forced to hunt from house to house to find places which shall be their homes for four years. Dormitories may or may not be beneficial, but we think that in our circumstances they are almost an imperative necessity. . . . . We hope we have not given offense by these words; we have simply endeavored to express the opinions of the undergraduates on the subject."

Bearing on what was suggested about college spirit and friendships suffering from want of dormitories, it may be noted that there did not appear to be any serious lack of such spirit and friendships when the suggestion was made. For, although it was said that baseball had about died out, it was added, "but there is as much enthusiasm as ever over boating and cricket"; also, that there had been, or would be, four annual class suppers that year, "producing as much good feeling and indigestion as usual." The next year it was reported: "The Newport House 'at the bay,' is getting to be quite a favorite with the boys. The rides there and back, with the opportunity for singing, the supper

and the boating combined, render it one of the most attractive places imaginable for class suppers." Passing to 1872, it was recorded that during the winter the muscle of the students was exercised in the manly art of heaving gum shoes. The faculty did not take active part in the sport, but Dr. Anderson was frequently seen on the outskirts of the "field of battle," shouting his orders in a manner that would have done credit to the general (General Quinby). Mention was also made of the fact that, while commencement day in May of the theological seminary was a holiday for the university, and Dr. Anderson strongly recommended that the university students attend the exercises at the seminary, his advice in that respect was not generally followed, as the day was "mainly employed in going down the river." There were also some references to various pranks; while in the "tree oration" on class day occurred the line:

"Farewell, ye ties of friendship true!"

It may also be taken into account that there were listed in 1872, besides the fraternities and class organizations, a students' Christian association, chapel choir, university glee club, '72 glee club, '73 glee club, boating association, boat club of '73, baseball association, '72 nine, '73 first nine, '73 second nine, '74 nine, '75 nine, sportsman's club, bezique club, literary union, and college orchestra.

Eight members of the class of '75 commenced in October, 1873, the publication of *The University Record*, an eight-page monthly college paper approximately 9½×11½ inches in size, which in March, 1876, became *The Rochester Campus*, and in December, 1887, *The Campus*. In its second number it re-

corded that at a meeting of the students on October 9, 1873, resolutions were unanimously adopted to the effect that, whereas in a collision between the sophomore and freshmen classes a student had been brought into peril of his life, the members of the classes of '74, '75, '76, and '77, as classes and individuals pledge themselves, on their personal honor, to abstain thereafter from all individual or class contests with each other, designed to measure the relative superiority in brute force between persons or classes, and "that the custom which, for a time, has been growing up among us of engaging in such collisions as these resolutions describe, be declared by us abolished, and not fit to be observed among gentlemen; and that we respectfully request our successors to carry into effect these resolutions which we have now adopted."

"The unfortunate occurrence, set forth in the preamble," the *Record* said, "is not the legitimate fruit of the discipline employed in the University of Rochester. It is, on the contrary, the outcome of ideas and customs imported within the last few years from other colleges, where a guerilla warfare between presidents and students and between sophomores and freshmen constitute the pastime for leisure hours. The students of the University of Rochester are thrown upon their honor, and stimulated, by every possible means, to the adoption of habits of self-respect and courtesy in their intercourse with the citizens at large, and with one another. That this system of discipline is eminently successful is evident from the adoption of the above resolutions. The unfortunate collision was made the basis of a stirring appeal by the president,

which was responded to with unusual enthusiasm and unanimity by the students."

That baseball had its ups and downs in different years is indicated by the references already made to it, and by the announcement made in the *Interpres* of 1874: "Since the suppression of class fights, a baseball enthusiasm has taken hold of the students, resulting in the organization of an association which we hope will prove permanent. Our grounds have also been fitted up finely, so that we are now ready to welcome the clubs of other colleges upon our campus, and allow them to defeat us, if they can. But besides the enlivening sound of the bat and ball, the tread of rushing feet, following the festive football, resounds upon the campus." Then, in October, 1876, according to the *Campus*, it was "the same old story"—a cane rush between the freshmen and the sophomores, which was brought to a termination by the interposition of President Anderson.

President Anderson, in his annual report of 1860 to the trustees, stated that the freshman class had been, for three years past, carried through the small work on morals by Archbishop Whately, the study of that book having been made the occasion for such hints and lectures as would be most likely to meet the wants of young students entering upon the temptations of college life. He said further: "A large part of the tendencies to disorder are the result of customs which have been imported from the older colleges. Students, like other young men, are imitative, and when taunted, by students from colleges of high reputation, for deficiency in college spirit and tricks, the effect is to set thoughtless boys to remove the reproach. Beyond all

question, our greatest interior difficulties have sprung from the importation of customs from other institutions."

On another occasion he referred to "a sort of epidemic of disorder" which had affected nearly every college in the country, and said: "Such epidemics of disorder are exceedingly contagious. The newspapers get hold of every little flurry, magnify it to about the tenth power, and set it afloat. The students of every college become ambitious to show that it is not wanting in spirit, and these evil practices spread, as do the chicken pox and measles. Our attacks have been rather slight."

"Memorabilia" in the *Interpres* gave the following as among the most interesting events in the student life at the university during its twenty-fifth year, 1874–75. Fall term: September 15, examinations for admission, grand reconnaissance by the societies; 17, society men dress up stunningly for campaign; 25, president's lecture No. 1 to the freshmen; October 14, society initiations about this time; 15, seniors plant their elm; 21, lecture No. 2 to the freshmen, on wet feet and the price of coal; 31, glee club reorganized, general warbling; November 1, class elections in order; 7, freshmen beat sophomores at football; for Thanksgiving, general exodus to interview the turkeys. Winter term: January 20, disastrous gum shoe combat; 26, sophomores triumph over freshmen in leapfrog; February 22, Washington perpetuated; March 16, the president's equilibrium disturbed by the alarming multiplicity of canine intruders; 25, the president entertains the seniors at the "white house"; 27, police raid on freshmen playing football in the

street; 31, vacation and mud. Summer term: April 17, election of officers in baseball association, great furor over the game; 19, junior orations begin; 26, great spelling match between the boys of "Mr. Anderson's School" and Dr. Strong's [theological] seminary; May 14, first ball match of the season, University *vs.* City; '76 erect a monument to calculus; 20, big delegation visits visits Canada; 21, calculus sunk in "blue Ontario" by the sophomores; 27–28, seniors attempt their last examinations and then decamp; 31, match between University nine and Livingstons; June 1, the "gang" try to reach Hemlock Lake; 9–10, astronomical observations, Venus visible to the naked eye; 18, sophomore spread at the Newport; 24, seniors at the Newport; 25, freshmen take tea at the bay, also juniors banquet, but the freshmen are unable to discover where; 26, no more work; 27, everybody goes to hear the sermon; 28, class day, seniors bring out their "bone man"; in the evening, sophomore prize fight [declamations]; 29, alumni conclave; 30, seniors make their obeisance and receive their bouquets.

Again, the *Interpres* said: "With the faithful class of students, the same amount of honest labor is performed, and with the other class, bolts and scrapes are as frequent as of yore. . . . . Seniors are perhaps a little more manly, juniors more lofty, sophomores a trifle less haughty, and freshmen infinitely more bold. But in all else the classes exhibit the same peculiarities which were ever characteristic of our university."

Along with these descriptions of college life as given by students, and in addition to what has already been quoted from President Anderson in connection

therewith, it may not be amiss to quote again from his report of 1868, wherein he said: "I am ready to do any kind of work in my power to advance the interests of the college. But I cannot neglect the more important for that which is less so. I know that I am needed to raise money, but I am also needed at home. Every one of the young men sent to me is a special and most important trust. It is my highest duty to discharge the obligations resulting therefrom. Each one of these students is a center of hopes and fears to some family circle. I might with less guilt be unfaithful to a pecuniary trust. No class passes through my hands which does not contain more or less young men who are on the eve of ruin from wayward natures, bad habits, or hereditary tendencies to evil. These men must be watched, borne with, and if possible saved to the world and to their families. This requires constant attention and untiring labor. This work also must mainly be done by the president. Those private and confidential reproofs, suggestions, and admonitions which, when judiciously made, do so much to form manners and character, must be attended to by the president irrespective of his fitness or ability. To do this work he must be at home and have a certain amount of leisure. He ought also to avail himself of every public event of importance in our own or foreign states to impress the moral, religious, or political lessons of the hour upon the memory and minds of the students."

Compare with this the statement made by the *Interpres* in 1871: "There is a general feeling of friendship and good will among the students which speaks volumes for the management of the institution. . . . . To this [plan of putting the students upon their hon-

or] may be traced the general popularity of the professors, and particularly that of our honored president, who by his kindness and manifest interest in each student causes him to feel that he is of *some* account even before he becomes a senior, and gives the '*Doctor*' a popularity and influence acquired by few college presidents."

Dissatisfaction in 1871 of members of the non-secret society (Delta Upsilon) over proposed plans for class day, and with a report prepared for publication in the *Interpres*, led that society to withdraw from participation in the publication of the *Interpres*, and, for several years afterward, to publish, in pamphlet form, what was entitled *The University Annual*.

After Professor Mixer was recalled to the chair of modern languages in 1868, not only were at least two terms' work in French and two in German required of every student who was a candidate for a degree but the experiment was made of introducing a French text-book in physics, and afterward a French one in political economy. It was also the expressed purpose to pursue a similar plan, as far as practicable, with reference to using German works. The object was to render the students' acquaintance with those languages more accurate and complete by making them the medium of acquiring other branches of education. But the experiment was not very successful, and the catalogue for 1871–72 was the last one to mention it as a feature of the curriculum. Another innovation was that, commencing in 1872, the same preparation and course in Latin were required for the scientific as for the classical division.

The foundation for an archaeological cabinet which

had been laid by the purchase of a small collection of flint and bronze implements from the drift region of Abbéville and St. Acheul, in France, and to which some specimens of the stone implements of the North American Indians had been added, the catalogue for 1871–72 stated had been enriched by the addition of a very choice collection of stone implements from the vicinity of Copenhagen; while the catalogue for 1875–76 said that during the preceding year there had been added numerous specimens of pottery from the tombs of the Incas.

As a gift from John B. Trevor, president of the board of trustees, the university was in 1876 provided with an observatory in which was mounted a telescope 7½ feet in focal length and having a 6-inch objective. The telescope was intended solely for use as an adjunct to the classroom instruction in astronomy, which was then given by Professor Otis H. Robinson, who considered it to be as large a one as was needed. The cost of the observatory and telescope was about $1,750.

Under "Cabinet of Art," the catalogue for 1876–77 stated that a beginning had been made in the collection of material for the illustration of a course of lectures, given to each senior class by the president, on the history of art and the principles of aesthetic criticism. The material was described as consisting of engravings, chromolithographs, and autotypes, illustrative of the masterpieces of architecture, sculpture, and painting, and as having been gradually and carefully selected. The most of it was provided by a few interested donors. The *University Record* of December, 1874, said that Dr. Anderson's lectures on art were so popular, not only among the university students but

also among the ladies of Rochester and the students of the theological seminary, that one had to be early to get in at all to hear them.

In his report in June, 1874, William N. Sage, treasurer, called the attention of the board of trustees to the fact that, under its direction and as an inevitable necessity, $86,406.64 had been expended in the support and maintenance of the university over and above the income received during the preceding twenty-five years. In 1875, the board of trustees directed the executive board "to raise by special subscription funds to meet and pay off the deficit reported for the past year, amounting to $7,842.80."

Commencement on June 28, 1876, was marked by the delivery by President Anderson, instead of the usual baccalaureate address, of the one which has already been referred to, on "The Work and Aims of the University of Rochester," and after that, and after the alumni dinner had been served in Sibley Hall—the new library building—by the dedication of that building. Although projected in 1871, and having had the ground for it broken on May 29, 1872, it was not until in 1876 that the building was completed and turned over to the university. It was said to have cost $100,000. The library was described as containing 12,000 carefully selected volumes and as having its contents made practically available by card catalogues.

Professor Otis H. Robinson, who, in addition to his other duties, was librarian, stated in the *Record* of November, 1874: "Four years ago our case of cards appeared—the modern mode of cataloguing." In the *Record* of February, 1876, he said of the card catalogue: "This catalogue was at first designed for the

exclusive use of the faculty and the librarian, with his assistants. Very soon it was found expedient to grant special permissions to students to consult it. After using it in this way about a year and a half, it was found to be in such disorder as to be of little use in acquiring exact information about the library. . . . . The cards were then punched near the lower left-hand corner and a short wire inserted, running through the entire case." Some say that this was the first such use in this country of a wire. The *Interpres* facetiously declared that Sibley Hall was erected for the card catalogue and the library.

Before the introduction of the card index there was a *Library Catalogue* in two volumes—"A to L" and "M to Z"—each volume 12×18 inches in size and 2½ inches thick and containing about two hundred and fifty pages consisting of a coarse brown wrapping paper. On the pages were pasted, in as nearly an alphabetical order as possible, slips of white writing paper of from about 1 to 2×8 inches in size. On each of the slips there was written either the name of an author and the title of his work or the subject and a reference to the author, and on the main slips the library number of the book. For example: "Abbott, Jacob. The teacher; or moral influences employed in the instruction and government of the young. 12°. Boston, 1836. (1159)." "Abyssinia, Southern. See Johnston."

Henry F. Burton was in 1877 appointed assistant professor of the Latin language and literature, a position which he held until 1883, when he was made professor of Latin, to take the place of William C. Morey, who was transferred from the chair of Latin and

history to the new one of history and political science. Professor Burton was a graduate of the University of Michigan. In 1872–74 he was instructor in Latin and Greek at Denison University; and in 1874–75, instructor in Latin at the University of Michigan. In 1875–77 he studied at the University of Leipsic. He gave considerable attention to Sanskrit, and taught it at times in the University of Rochester. His term of service lasted until his sudden death August 27, 1918. Professor Morey gave instruction in Roman law, as one of his subjects. He resigned his chair in June, 1920.

The alumni began planning a year ahead to make the commencement of 1878 the occasion for specially honoring Dr. Anderson, because he would then have served as president for a quarter of a century. To that end, they voted, in 1877, to omit the appointment for Tuesday evening, July 2, 1878, of their usual orator and poet for alumni night and, instead, make the evening—with short addresses from members of the alumni, the faculty, the board of trustees, and representatives of the city—expressive of appreciation for twenty-five years of "untiring and efficient" service. The alumni also voted to make an earnest effort to raise, within the year, an Anderson Alumni Fund of $25,000, the income of which might be used for general purposes as long as Dr. Anderson remained president, after which the income should be paid to him during his life, and, after his death, to be applied to the general purposes of the university. This took the place of, or continued, the 1871 alumni-fund project.

After he had gone to Maine for a rest in the summer vacation of 1877, President Anderson was strick-

en with a severe illness. For the following winter, after he had partially convalesced, he went to Florida, returning to Rochester in the spring of 1878. The *Interpres* said: "After an absence of ten months, caused by sickness, Dr. Anderson has returned. . . . . We again hear his familiar voice inspiring us with zeal and encouraging us to be true men and thorough scholars." The *Campus* of May, 1878, stated: "The days which ushered in this college year were gloomy ones for Rochester. A great peril threatened us. Our president, who had built up this institution, and made it a power in the land, lay perhaps on his deathbed. For many days there was naught but anxiety in the minds of the students, and when at last it was announced that the crisis had been safely passed . . . . many predicted that, even though Dr. Anderson should recover, he would never regain strength of body and mind sufficient to resume his active connection with the university. . . . . When, therefore, he returned, our joy was mingled with anxiety. . . . . On his entering chapel, ... his first words filled all hearts with rejoicing. . . . . All doubts vanished, and there remained but the clear fact that Dr. Anderson's vigor of intellect was unimpaired by the serious illness through which he had passed."

With regard to what it termed the "Anderson anniversary," the *Democrat and Chronicle* of July 3, 1878, said that the previous evening it had seemed as if the torrid warmth would keep many from attending, but that was not the case, Corinthian Hall being filled. After a number of addresses had been made by others, Dr. Anderson declared that if, when he came to Rochester, he could only have had the resources and

means which he had hoped for, the result would have been very different and far more gratifying than it was. Still he believed that the university would yet be rich and grand and as he had thought that it might be. As it was, for twenty-five years he had worked steadily and faithfully for the advancement and highest interests of the university; he had devoted his time and means—everything that he possessed—to that one end; and, as long as he might be spared and given strength enough to labor, it was his purpose to remain and still do all that he could in the same direction.

The *Union and Advertiser*, in its report of the "jubilation" held by the alumni in honor of the twenty-fifth anniversary of Dr. Anderson's presidency, said that he insisted that he had been only one of the factors in the success of the university, among the other factors being the trustees and the benefactors of the university. He felt sad when he compared what had been accomplished with what he had hoped to accomplish. But he could not foresee when he came to Rochester that many of those who pledged themselves to him would lose their fortunes, or be laid in the grave. He could not foresee the crash of '57 and its tremendous results. He could not forsee the Civil War and the speculation and depression consequent on the inflation of the currency during the war. Perhaps it was better that he could not foresee those things. He had worked for the foundation and solidification of the university. He thanked the alumni for the recognition which they had always given his labor. When during the past summer he lay struggling with death, the letters containing words of sympathy and kindness which he received daily he prized far higher than any honor

ever given for literary work. He was alone in the world [except for his wife]. God had not seen fit to bless him with any children, and he had not a near relative that he knew of. It was, perhaps, for that reason that all his sympathy was poured over the alumni. "He could say no more, and retired overcome by his feelings."

On the following evening, that is, of commencement day, Wednesday, July 3, Mrs. Anderson gave an "anniversary reception."

On July 2, 1879, the board of trustees adopted a resolution, offered by Dr. Bright, which stated that the university was in imperative need of additional endowment to the amount of not less than $200,000 and that measures should at once be taken to obtain that amount within the current collegiate year, if possible. A committee, of which Dr. Anderson was the chairman, was appointed to raise that sum. At the next annual meeting of the board—in 1880—the board was informed that the permanent endowment funds of the university had been increased during the year by the "noble sum of $261,339.60," while books to the estimated value of $4,225 had been added to the library. It was also suggested that it might truly be said that this made an epoch in the history of the university. "For the first time the institution stands practically on a self-sustaining basis, and the financial hindrances to its progress and prosperity are removed." In acknowledgment of the debt which the university owed in this connection to its president, it was said: "It is to his devotion, his zeal, his commanding personal influence, taxed during the past year to their utmost, that the grand success we now chronicle is in a large measure

due. He has been the personal embodiment of the university's needs and merits, and has made its appeal to the generosity of enlightened friends irresistible."

The graduating exercises which had theretofore always been held in Corinthian Hall, were for a number of years, beginning in 1879, held in the First Baptist Church—a new and enlarged edifice erected and dedicated in 1877.

What was entitled a *General Catalogue of the Officers and Alumni and of the Honorary Graduates of the University of Rochester, 1850–1879,* was issued in 1879. It was compiled under the supervision of Professor Morey, who in 1873 prepared for publication the last *Triennial Catalogue,* which differed from its predecessors by being in English instead of in Latin and by giving more information about the alumni.[1]

John H. Deane, of the class of 1866, who became a lawyer and a real estate operator in New York City, and who was in 1879 elected a trustee of the university, in 1879 subscribed $50,000 to the endowment fund, $45,500 of the amount to be set apart for the endowment of the chair of rhetoric and English literature, by virtue of which the annual catalogue for 1880–81 gave Professor Joseph H. Gilmore as being "Deane professor of logic, rhetoric and English literature."

In 1880 Herman K. Phinney, of the class of 1877, entered upon his long and faithful service as assistant librarian of the university, his employment having been recommended by the library committee and on

[1] Other general catalogues were issued in 1900 and 1911, and work was begun on a new one early in 1927. Directories, or simple alumni address lists, were issued in 1887, 1895, and 1917.

May 5 approved by the executive board, salary to commence April 1.

George M. Forbes, of the class of 1878, who after his graduation was for three years an associate principal of a school in Brooklyn, New York, was appointed assistant professor of Greek in the university, to begin with the fall term in 1881; and was made professor of Greek in 1886.[2]

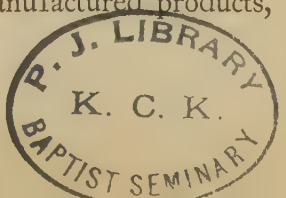
From the first of October, 1881, until April 5, 1883, when he resigned, Edward R. Benton was employed as assistant professor of geology and natural history. He was described as being well prepared for teaching in that department, having had extraordinary opportunities for travel and instruction.

Some interesting things relative to the work that was being done at the university and concerning the views of President Anderson in 1882 were described in his report of June 20 of that year. Recalling that it has been said that the nation is happy whose annals are uninteresting and dull, he declared this to be eminently true of an institution of learning, for its best success is secured by quiet and unimpressive daily work on the part of teachers and pupils. While the year under review had been characterized by a kind of epidemic of disorder which had affected almost every college, he believed that at the University of Rochester the year had been as quiet and laborious as that at any college within the range of his acquaintance.

[2] For about two years from 1892, Professor Forbes was designated "professor of Greek and logic"; then "of philosophy and pedagogy," until in 1919, when that department was divided, he remaining "professor of philosophy" until the end of the year 1925–26, when he retired, as a professor emeritus, after forty-five years of service.

The heads of the departments of Latin, Greek, and mathematics had announced their readiness to meet persons who were intending to make teaching a profession and to give them training in the methods and processes of communicating elementary instruction. This offer had been accepted in the departments of Greek and Latin and would be made available much more largely in classes which contained a larger number of those who were to make teaching a profession. This would ultimately take on the character of normal training for these departments.

In the department of chemistry, the laboratory work had covered instruction in a systematic course of qualitative analysis, with the object, first, of mental discipline; and second, the application of scientific knowledge to the industrial arts. Then a number of the students, after completing that course, had been permitted to pursue special lines of investigation in which they were personally interested. Among these had been, (1) the microscopical study of the structure and qualities of wool, with a comparison with each other of over seventy samples from all parts of the world, (2) the assay of gold and silver ores, (3) food analysis, with reference to the detection of adulterations, both through chemical and microscopical methods; and (4) the making of urinalyses by those designing to study medicine, determining abnormal constituents by chemical and microscopic tests, with quantitative determinations of the more important elements. An inexpensive apparatus had been constructed for the analysis of vegetable substances, especially the alkaloids. Besides, a large number of miscellaneous articles, such as well-water, manufactured products,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BAPTIST SEMINARY

poisons, articles of food, etc., had been examined by students who were sufficiently advanced to do such work to advantage. Professor Lattimore, moreover, had prepared a course of lectures, which he gave to the senior class, on sanitary science, its present condition, and the practical methods which had been adopted by the sanitary police in our own country and Europe for the preservation of the public health. These lectures, President Anderson further stated, had been prepared in compliance with his suggestion, and he considered them a very important addition to the course of instruction.

He also referred to the fact that the scientific section of the junior class had received a term's instruction in anthropology, along with a course of newly prepared lectures, which he looked upon as constituting a very valuable addition to the curriculum. Furthermore, he said that he had made preliminary arrangements by which the course for the scientific sections of the freshmen and sophomore classes would in part be replaced by botany and mineralogy, which would be an improvement on the whole.

In the department of physics, a considerable extension, he said, had been given to the course, particularly as relating to the subject of electricity, taking up a careful study of all recent developments in electrical science and its various practical applications, especially as a motor power and in the telephone. The new production of sound by means of light, invented by Professor Bell, had been also illustrated through a machine which Professor Robinson had himself constructed.

Again, President Anderson said: "I am more and

more convinced every year of the value in education, both on the part of teachers and pupils, of original investigation. I believe that since the beginning of our institution much more than an average amount of original work has been done by the teachers in the university. By this I do not mean mere book-making for profit, but work in distinct preparation for classroom instruction. This gives freshness and originality to the teacher's instruction and creates a living interest on the part of both teachers and pupils. The distinction between this original work for the purposes of daily instruction, and that which finds its outcome in professional book-making, should be sharply defined. I know many teachers connected with colleges in our country who have manufactured books for profit, at the expense of their work in the classroom. . . . . I always wish that classroom instruction should be the objective point of all original investigation by our professors. If books thus grow out of classroom work, and their publication becomes desirable, to meet a real necessity, there can be no objection to their publication. But I am inclined to think that those teachers who have made fortunes by the manufacturing of books, have quite often defrauded their pupils by the process.

"This leads me to point out the necessity of a small endowment whose income shall be available for the expenses of printing supplementary notes to text-books; outlines of courses of lectures, to be put into the hands of students for study; and analyses—historical and otherwise—of original preparation, made by the professors for the instruction of their classes. It is not easy to levy the expense of such printing upon

the students, as so many of them are poor. It seems unjust also to impose the expense upon the professors. . . . .

"It will be seen that the optional studies introduced and the extension of our range of instruction are constantly increasing the labor of the professors. Our present number of men are occupied more hours in their work now, than years ago, when the number of our teachers was much less. The increase of our range of instruction by voluntary and optional studies increases largely the amount of labor in preparation for the classroom. I think it is within the bounds of truth to say that the range of instruction is now fully double that which was given when I came here twenty-nine years ago. The common notion that colleges are stationary and show no signs of progress is, so far as we are concerned at least, utterly false. We have kept ourselves carefully, however, within the limits of our capacity to support instructors, and within the range of study which can be made profitable for the elementary education of the ordinary college student.

"An American college, as I have often said, is not a professional school. To attempt to make it a place where any man can pursue any course of study, is to destroy its organization and defeat its real object. The American college system may be enlarged in its range, to a limited degree, and can be made more vigorous and efficient, but if we organize a system of instruction in our country analogous to that of Germany, it must be in the way of the addition of courses of professional study for students who have already graduated. . . . . The system adopted at Johns Hopkins University, in Baltimore, is the only one hitherto organized on the

plan which I have in mind. . . . . As I have said in former reports, any courses of postgraduate instruction in general science, and literature, must be superficial and inadequate, unless supported by a very large endowment, so that the instruction may be given by men who shall be entirely relieved from the ordinary routine work of college instruction. . . . . Should the time come during my administration when we have sufficient funds at our disposal for undertaking a course of instruction similar to that started at the Johns Hopkins University, nothing would give me greater pleasure than to devote myself to its organization.

"My idea of American education is this: First, to strengthen our academies and high schools, so that we may secure exact scholarship and thorough training on the part of students who enter college; second, to make the training of the college systematic, thorough, and severe, gradually enlarging its range, so far as it can be done without introducing disproportion and one-sidedness; third, to organize professional schools in various branches of literature, history, and science, which shall furnish the requisitions for the highest practical training for teachers and investigators in the future. Such a system cannot be extemporized, and can only be secured by the normal process of growth—growth in the general culture of the community, and in the consequent demand for scholarship on the part of teachers—growth in the endowments necessary to meet the additional expense involved. Time only can secure these results. The main business of the present generation of college trustees and teachers is to invig-

orate and solidify the academy and high-school system, and the existing college system.

"Our situation here is admirably adapted for the future development of such a professional course of liberal study as I have hinted at. Whenever the money comes to us, we, or our successors, will doubtless be ready to use it with vigor and effect. It will be seen that this conception of the possibilities of an American educational system in general, and of ours in particular, involves large and continuous additions to our endowment. An institution of learning is never finished. The instant it ceases to grow, it begins to die. It is requisite for us that we have our conceptions formed and our ideas broadened sufficiently to make available whatever income may in the future come into our hands. . . . .

"It is clear to my mind that the severe attack against classical study, begun some years since, has reached its limit and is suffering a reaction. Judged by results and the character of the students educated, the old classical curriculum, improved and modified, is vindicating its place in modern times. . . . .When we advocate the study of the ancient classics, as a part of a liberal education, we assume—what is true—that they furnish material for scientific inquiries of the most positive character. We study the fossil forms of human language and compare them with living forms by the same methods and for the same reasons that we study fossil plants and animals in order to compare them with living species and to settle the order of superposition among the strata of the earth's crust. The paleontology of the human speech is even more valuable in its results than that of plants and animals. For

the development of the history of man, the laws of his growth, and the history of human society, religion, and civil polity are practically vastly more important than the sciences of matter. They, however, belong to the same class, and the argument which sets aside one from a course of liberal education would, of necessity, set aside the other.

"The number of books in the library is 19,290. . . . . I consider it now one of the best organized libraries that I know of connected with any college. . . . . Our library might have been made to increase faster had we been less fastidious and careful in our selections. . . . . The number of volumes in a library gives a very inadequate idea of its value for use. I think that we have less trash in our library than in any one of its size within my knowledge."

In connection with the foregoing statement of President Anderson's idea of American education, a few sentences from an unsigned article attributed to him, which appeared in the *Record* of March, 1874, on the subject of "cant" with reference to "sectarian colleges," are of interest, namely:

"There is a cant of religion, a cant of science, a cant of criticism, and a cant of liberality. Of this last sort we have an illustration in the endless iteration of the term 'sectarian' as applied to institutions of learning. . . . . In our country most of our colleges have been established by different bodies of Christians, who have made themselves responsible to the public and the patrons of the colleges for the moral care of the pupils. But as a matter of fact these institutions in themselves have never been agencies of propagandism. Their teachers have never abused their influence

over their students by making use of it to jostle or change their religious convictions. To apply the term 'sectarian' to these institutions, as an indication that their professors are narrow, illiberal, or influenced in their instruction by their special church relations, is simply unjust and slanderous. . . . . There is this difference between those [colleges which are not founded by a specific body of Christians, sometimes denominated 'unsectarian'] . . . . and colleges controlled by particular denominations of Christians, that in the one case the moral control is permanently in one body, and in the other is liable to change with every administration. . . . . As it is commonly used, the phrase 'sectarian colleges' is simply *cant*, not fit to be current among scholars or gentlemen."

At the same meeting in which the board of trustees received that 1882 report, a petition from some of the students was presented, asking that all speaking at commencement be abolished; but it was laid on the table, as being out of order and a matter that could not be entertained. However, either because there had been, for some undisclosed reason, a falling off of interest in the commencements, or because it was on some other account desired to increase the interest in them, a committee was appointed to inquire and report concerning the feasibility of making the commencements more attractive. That was followed by the appointment two years later of another committee, to devise means of giving additional attraction to the commencement exercises. The latter committee was in 1886 requested to take into consideration the advisability of erecting on the campus a building suitable for a gymnasium and for the purposes of class day and other commencement exercises.

Harrison E. Webster was appointed professor of geology and natural history, to enter upon his duties on his return from Europe about November 1, 1883. He was a graduate of Union College, class of 1868, and had been professor of natural history there. He was very popular with the students with whom he came into contact, and exercised a benign influence over them, many of them going to his recitation room when he was not occupied to talk over religious, scientific, and other problems with him. He resigned his chair at the end of the year 1887–88 in consequence of having accepted a call to the presidency of Union College.

On the retirement of Professor Quinby in 1884 Otis H. Robinson was given the title of professor of mathematics and natural philosophy, which he held until 1890–91, when the department was divided; and thereafter he was designated "professor of natural philosophy" until his retirement in 1903. Meanwhile, George D. Olds, of the class of 1873, who in 1880–83 had studied at Heidelberg and Berlin, was appointed assistant professor of mathematics, to begin with the year 1884–85; and was made professor of mathematics in 1886. He resigned in 1891 in order to accept a professorship in Amherst College, where he finally became president.

In 1886 the board of trustees directed the executive board to take whatever steps might be necessary to abolish the unendowed prizes then existing.

At an adjourned meeting of the board of trustees in November, 1886, the board adopted a new set of by-laws, one provision of which substituted what was to be known as the "executive committee" in the place

of what had theretofore been denominated the "executive board," to "have the superintendence of the university as a seat of learning."

The year 1887 witnessed the completion of the Reynolds Memorial Laboratory prior to the annual meeting of the board of trustees in June. The building was erected by Mortimer F. Reynolds, a banker in Rochester, in memory of his brother, William A. Reynolds, who had been a trustee of the university. Constructed of brown stone, the building was fireproof, seventy-one feet long, sixty-five feet wide, and three stories high. It cost $25,000. The board expressed the warmest admiration for the personal care and attention which the donor had devoted to the construction of the building, the thoroughness of its construction, the chasteness of its architecture, and the admirable facilities afforded by its interior arrangements.

Moreover, at that meeting the board heard with great pleasure that reliable subscriptions to the amount of $100,000 had been obtained to increase the permanent funds of the university, in consequence of which the hearty thanks of the board were given to President Anderson and other friends of the university for their earnest and successful labors in securing this result.

Fifty thousand dollars given toward the endowment fund by D. A. Watson, a prominent business man of Rochester, was, in compliance with his request, set apart for the maintenance of a professorship of history and political and economical science, which was designated the "Watson professorship." Then, to carry out further provisions made in connection with the gift for the benefit of Dr. Anderson, the chair

thus endowed was assigned to Dr. Anderson; and in the catalogue for 1887–88 he was given as "president, Burbank professor of intellectual and moral philosophy, and Watson professor of political economy."

The treasurer having estimated the expenditures for the year 1887–88 at $40,350, and the income at $34,350, leaving a prospective deficit of $6,000, a committee was appointed to consider the possibility of reducing the current expenditures of the university without impairing its efficiency. The committee reported that, in its judgment, the interests of the university required that the board avail itself of the generous offer of President Anderson to make a reduction of $500 in his salary for the ensuing year; that the entire work of the office of secretary and treasurer (for which $1,500 a year was then being paid) should be performed for $1,200; and that the salaries of the [assistant] librarian and the janitor should each be reduced from $800 to $700 a year. The highest salaries being paid were—to the president, $4,000; Professor Kendrick, $3,000; other professors, $2,500, a year.

In 1888 Dr. Anderson felt that the time had come when he must resign the office of president of the university. This he did in a letter dated March 15, in which he said in part:

"After long-continued and careful thought, I have reached the conclusion that duty to myself and to the trustees of the University of Rochester requires me to retire from the official position which I have held for nearly thirty-five years. The controlling reasons for this are the state of my health and my advanced age. I have not taken a step for more than ten years

without suffering. This lameness has prevented me from taking adequate exercise in the open air, which has reacted unfavorably on my nervous system and made the details of administration difficult and painful. I have reached the age of 73 years. This fact together with my chronic and incurable lameness make it painfully evident to my mind that I am becoming unable adequately to discharge the manifold and difficult functions of the office which I hold. I therefore respectfully ask leave to resign the presidency of the University of Rochester, the resignation to take effect at the close of the current year."[3]

A special meeting of the board of trustees was called for June 18, 1888, at which the resignation was reluctantly accepted, "to take effect on 1st day of September next." Then the board proceeded to consider the question of choosing a successor to Dr. Anderson. He recommended for the position David Jayne Hill, LL.D., at that time the president of Bucknell University, Lewisburg, Pennsylvania. "After a full and frank discussion from every member present, and the presentation of several other names and plans of filling the presidency," a ballot was taken, and all the votes given being for Dr. Hill, he was declared unanimously elected president of the University of Rochester.

[3] His lameness was attributed to rheumatism. In a brief description of the University of Rochester and its president, Dr. Anderson, from 1886 to 1888, it is said of the latter that, "a man of stalwart build, in his later years he walked with the aid of two heavy canes, and his strong face and white locks gave him somewhat of a leonine appearance, which was not altogether out of harmony with his character" (Jesse Leonard Rosenberger, *Through Three Centuries* [Chicago: The University of Chicago Press, 1922], pp. 356–62, 358).

At the regular annual meeting of the board, which was held the next day, June 19, President Anderson presented his last report. In the course of it he said:

"Several attempts were made to procure a presiding officer of known abilities and high reputation, before I was approached on the subject. I left my business in New York with very great regret, having overcome the main difficulties of a new position, and having a prospect before me not only of being useful but of accumulating a handsome property. The salary which I was to receive [$1,800 a year], proved not to be sufficient to support me in a very plain way, without an additional expenditure of from six to eight hundred dollars a year. But the situation was put upon me as a matter of conscience. From my own experience as a teacher I was fully aware that the situation would be one of great labor and sacrifice. One of the conditions of my acceptance was the promise, by a New York gentleman, of an endowment of the president's chair to the amount of twenty-seven thousand dollars. This was expected to make the payment of my salary sure. In a few months this gentleman failed and nothing was realized from his promise.

"The committee of trustees with whom I communicated represented to me that Mr. Wilder, then president of the board of trustees, would give his entire time and influence to the endowment of the university. The arrangement also was that I was to be released from all labor and responsibility regarding the finances and the increase of our endowment, and also that I should have no control whatever over its management. This was peculiarly satisfactory to me, as I felt certain that all my time and strength would be

needed for the internal administration of the institution and for the teaching which I contracted to do. But, unfortunately, Mr. Wilder moved from Rochester before I entered upon my duties. He entered earnestly into party politics in Albany and upon active business pursuits. From that time until his early death, he was not able to aid at all in procuring additional endowment, and, from the nature of the case, the responsibility of the duties which he was expected to discharge came upon me.

"Several wealthy gentlemen who were most forward in inducing me to leave my business in New York, assured me that I need have no fear of want of funds equal to the needs of the institution, and personally pledged themselves to secure this result. But for various reasons no single one of these personal promises was met. I soon found myself not only responsible for the internal administration of the college and for filling a difficult chair of instruction, but also for the discharge of the most difficult duties which I understood to belong to the president of the board of trustees. This additional responsibility I was compelled to assume to preserve us from immediate financial collapse.

"The question came before me to decide whether I would leave the discipline and instruction to care for themselves and spend the greater part of my time as a soliciting agent, or whether I should first and foremost devote myself to internal organization and instruction. After considerable reflection, I determined to devote my time and strength first of all to the moral and intellectual progress of the students, and to spend my vacations and occasional absences for

a few days at a time for the purpose of soliciting funds. I believe that the success of the institution has been greatly due to the fact that from the first the president and the professors have given their best time and strength to the promotion of scholarship and industry among the students, instead of employing their time in book-making, public lecturing, and soliciting funds. While giving the period of term time almost constantly to teaching and discipline, I have spent the greater part of my vacations, and other time unoccupied by college work, in the raising of money. . . . .

"After we had overcome our most severe difficulties connected with our organization, the War of Rebellion commenced. . . . . Previous to that time the internal administration had been reorganized, the course of study enlarged and its character almost entirely changed. From being a mere preparatory school for students who were to enter a theological seminary, the course of instruction had been adjusted to young men fitting themselves for secular as well as for the clerical profession. The instruction had increased in breadth and vigor; our numbers were as large as we could well care for, and the promise of the future was bright. But the issues of the war soon absorbed all public attention, ... our numbers were reduced, ... the tone of study depreciated, and for some months it was a question with me whether the institution could continue to be carried on at all. After the war we gradually recovered from the effects of these depressing circumstances, but it was several years before our institution was brought up to the condition of vigor which characterized it before the war. At the same time the depreciation of the currency reduced

the purchasing value of the salaries, while the invested funds paid no additional income. This made necessary the increase of salaries, which required constant efforts on my part to increase our endowment. . . . .

"In looking back over the past of my administration, I must confess to a feeling of sadness and disappointment. I have not realized my hopes and my reasonable expectations. But when I recall the difficulties of the situation upon which I entered on coming to this city, I am impressed with gratitude to God and to the friends of the institution for what has been accomplished in laying foundations upon which others under more favorable circumstances may build. . . . . I believe that we have a course of instruction that is broad, thorough, and well adjusted to the real needs of our American life. I believe we have foundations here upon which may be built any number of courses of professional and general instruction for graduates that our future endowments will admit of."

Dr. Anderson said that the graduates of the university had reached the number of 939, and that the positions which they had taken in society, as scholars, writers, and professional men, would bear comparison with those of any of what he called "our sister colleges."

He mentioned that the university had been unfortunate in reference to legacies, something over $16,000 or $17,000 only having apparently been received from that source. He might have added that the most of what had been received came through the will of Caroline C. Fillmore, of Buffalo, widow of Millard Fillmore, the thirteenth president of the United States. But there were then in existence the wills of

GEORGE EASTMAN
Who Has Given the University over $23,840,000

EASTMAN SCHOOL OF MUSIC AND THEATER
Main Building, Completed in 1922

WOMEN'S DORMITORY GROUP
Erected in 1924–26

Lewis H. Morgan and his wife, which years afterward brought to the university $80,000; and the will of Daniel B. Fayerweather, which ultimately brought to it over $224,000.

The annual report of William N. Sage, treasurer, placed a valuation on the property and investments of the university at that time totaling $990,207.36.

There were numerous changes in the board of trustees from 1871 to 1888. Some of those who during that time were elected trustees to fill vacancies that occurred were: in 1871, Martin W. Cooke, class of 1860, and Francis A. Macomber, class of 1859, both of them lawyers in Rochester; in 1872, Rezin A. Wight, of New York City, who was a freshman in the university in 1851–52, Freeman Clarke and Edward M. Moore, M.D., of Rochester; in 1876, Rev. Charles DeWitt Bridgman, class of 1855, then of Albany and later of New York City, and John P. Townsend, of New York City; in 1878, Col. William H. Harris, class of 1858, of Cleveland, Ohio, and Rev. Robert S. MacArthur, class of 1867, of New York City; in 1879, John H. Deane, class of 1866, of New York City; in 1885, J. Sloat Fassett, class of 1875, of Elmira, New York; in 1886, John P. Munn, M.D., class of 1870, of New York City; in 1887, Martin B. Anderson, the president of the university; in 1888, Charles M. Williams, class of 1871, a lawyer of Rochester. In 1873 Samuel J. Tilden and Russell Sage, of New York City, were elected trustees, but the elections were subsequently declared to go for naught, as there was no acceptance of the trusteeships. In 1872 John B. Trevor succeeded William Kelly as president of the board and held that office until 1886, when he

resigned it and Edward Bright was elected to fill it, which the latter did until 1893, when he was succeeded by Edward M. Moore. Martin W. Cooke was attorney for the board from 1887 until 1898. Charles M. Williams was secretary and treasurer from 1891 and attorney from 1898.

Dr. Hill having been given a leave of absence for a year in order that he might get the benefit of a trip to Europe and of study in Berlin before entering upon his new duties, arrangements were made for Dr. Anderson to serve as acting president, particularly until the end of the first term of 1888–89. In consequence, the catalogue for that year gave Dr. Hill as "president-elect, and Burbank professor of intellectual and moral philosophy"; and gave Dr. Anderson as "acting president, and Watson professor of political economy." It also showed that Dr. Anderson was in that first term to give the seniors instruction in intellectual philosophy.

A new member of the faculty listed in that catalogue was Herman LeRoy Fairchild, professor of geology and natural history, graduate of Cornell University, whose ability and staying qualities were such that he was destined to remain actively in the faculty at Rochester until he should become "professor emeritus of geology," in 1920.

In January, 1889, Dr. and Mrs. Anderson went to Lake Helen, near DeLand, Florida, for the winter, or rather until the end of April, when they returned to Rochester. Meanwhile, and perhaps more or less until June, a committee composed of Professors Lattimore, Morey, and Gilmore had charge of the disci-

pline and looked after various interests of the university.

It had been expected that Dr. Hill would be present at the 1889 commencement, but illness of Mrs. Hill prevented it. On Tuesday evening, June 18, Edward Everett Hale delivered an oration, on "America," before the local chapter of the Phi Beta Kappa in the new Lyceum Theater, every one of its eighteen hundred seats being occupied. At the alumni dinner, appointed to be held in the university chapel on Wednesday, the attendance was so large that some had to be content with places in the hall outside the folding doors. Professor Morey read what Dr. Hill had prepared as his inaugural address, which had been sent for the occasion. Its theme was: "The American College in Relation to Liberal Education." On Wednesday evening, the graduating exercises were, for the first time, held in the Lyceum Theater. The *Campus* said that the theater "was literally packed, and many were turned away. Fully 2,700 persons must have tried to hear the addresses." Dr. Anderson presided and presented the diplomas, which, as acting president, he had been requested to sign. He also made a characteristic address to the graduating class.

During the year 1888–89 the *Campus* obtained from somewhat more than one hundred of the alumni answers to several questions which had been prepared after consultation with Dr. Anderson and other members of the faculty, as well as with some of the trustees. As a résumé of the correspondence, it was stated, on June 24, 1889, that, "The general sentiment of the alumni, so far as that sentiment has been ascertained, would seem to be about as follows: Op-

position to any wider range of elective studies is quite predominant, as is also the disfavor with which the dormitory system is viewed. Nor does the chapter house idea please a majority of the alumni, although many accept it in preference to the dormitory. On the other hand, the Saturday morning lectures are almost unanimously supported, while the sentiment regarding athletics and a chair of elocution is more equally divided."

Some of the answers were published, beginning on November 27, 1888, with the reply of Henry W. Conklin, '79, a lawyer in Rochester, who said, in part: "As I look back at my college course, ... I may say that I enjoyed most the department of English; that I got most drill at thinking in the departments of mathematics and intellectual philosophy; and that I got most help in learning to express my thoughts in the departments of Greek and Latin. . . . . I think that the curriculum as now arranged is broad enough for all practical purposes of undergraduate study. . . . .

"During my student life I thought the lack of dormitories a serious one, but I am coming to think that the desire for them may be more a matter of sentiment than of actual need. The undergraduate delights in the traditions of student life in England and New England, a life lived largely by itself and for itself. I think, however, that it is yet to be proved that such a life makes a better student than a life that has more in common with society in general. Certain difficulties of administration are solved by scattering the students through the city; and the building of dormitories would require a large expenditure of money. . . . .

"College sports I believe in, but I have my doubts about the value of intercollegiate pennants."

Dr. and Mrs. Anderson spent the summer of 1889 at Cape Cod and Fair Haven, according to the *Campus*. They were in Rochester on October 26 to 28; then went to Washington, from which city they went to Lake Helen, Florida, to spend the winter. On December 13, Dr. Anderson was taken seriously ill with a digestive disorder, after which he rallied somewhat; but in February he began to fail very rapidly. In the meantime Mrs. Anderson contracted a cold, which was followed by pneumonia, resulting in her death on February 22, 1890. Dr. Anderson died four days later—on February 26. Their remains were taken to Rochester; and on Monday morning, March 3, were placed in the alcove opposite the entrance to the chapel in Anderson Hall, where, guarded by students from each class, they reposed in state until half past one o'clock on Tuesday, when the funeral cortège started for the Second Baptist Church, of which both had been honored and beloved members. There impressive services were held, after which the remains were taken to Mount Hope Cemetery, where they rest in the large university lot which was acquired in 1852.

Many were the warm tributes which were paid to the memory of Dr. and Mrs. Anderson. He was highly eulogized for his character and what he did after he became president of the University of Rochester. She was equally praised for her character and for the aid which she always rendered him in his undertakings, through her sustaining sympathy and wise counsels. Both gave themselves unselfishly to promote to their utmost ability the interests of the university; and, as

will be seen from statements made by President Hill, Dr. Anderson's last great desire was to have the university supported, prosper, and develop, immediately and continuously, under his successors as it had not, to his great disappointment, been supported and developed under him, good as was the record which he made.

CHAPTER VIII

THE FIFTH DECADE

THE last ten years of the first half-century of the University of Rochester were primarily notable in its history because in them was the transition from the administration of President Martin B. Anderson and they included the administration of President David Jayne Hill.

Expressive of the attitude of the first president toward his successor, Dr. Hill said, in the address which he delivered at the funeral of the former, "One will never forget how his great, strong arm gathered, like that of a father, his successor and gave him every strength that sympathy could give. . . . . He wrote from Vermont only last fall [the fall of 1889], 'I lie awake nearly all night thinking of your work and praying for your success.' On his way to Florida, he visited friends in New York and exhorted them to stand by the college. . . . . Later he wrote: 'I hope you will not think that I am intermeddling. In all my talk I have sought to call attention to you and to your work. I am only anxious that you shall succeed. I am ready to be forgotten if the work I have been so long connected with shall grow and prosper.'"

At the alumni dinner in 1888, Dr. Anderson said:

"Remember this, that the real man must work on his own lines, and on his own individuality. I have attempted to act out my own personality, and my successor will work out his. Do not expect that he will be like me. I have worked at the foundation—have worked underground. My successor must be one to work on the superstructure. . . . . Stand by him, and support him."[1]

David Jayne Hill, who at the beginning of the year 1889–90 entered upon his duties as president of the University of Rochester, was born at Plainfield, New Jersey, on June 10, 1850. He was the son of a Baptist minister, and in 1870 he united with the Baptist church. In 1874 he was graduated from the University of Lewisburg (now Bucknell), being the valedictorian of his class. He immediately entered the service of his alma mater as tutor in Latin and Greek. In 1875 he was appointed instructor in rhetoric, and in 1877 he was elected professor of rhetoric. In March, 1879, he was elected president of the university. Besides, he began early to make a reputation as an author of textbooks and other publications. Colgate University conferred the honorary degree of Doctor of Laws on him in 1883.

In the letter dated July 9, 1888, in which Dr. Hill accepted the presidency of the University of Rochester, he said: "The natural advantages afforded by the city of Rochester, the solid foundations already laid, the financial condition of the university, the char-

[1] Dr. Anderson's complete devotion to the interests of the university was further evidenced by the fact that he gave to it virtually all that he had to give to it in the way of property, including his books, so that it is recorded that the university received from his estate $40,673.65.

acter of the able faculty now organized, the approval and encouragement of that prince of educators, President Anderson, and the business capacity, generosity, and confidence of the corporation [board of trustees], combine to convince me that I am embracing an opportunity of great usefulness and one full of promise for the cause of Christian education."

Preparations for the new régime were made during the summer of 1889 by putting the buildings in good order—especially by renewing some of the furnishings—and by doing some work on the campus, including grading of the ball grounds and replacing the gravel walks between the buildings with new ones constructed of Portland cement.

Concerning the new president, the *Campus* of November 15, 1889, said: "In the short time that he has been with us he has taken a firm hold on all the affairs of the university. His sympathy with the customs and traditions of the students was shown in the liberal attitude that he took on the question of rushing. He told the students that they must not be disorderly within the college buildings. He simply restricted the battlefield to the campus. And the manner in which he offered the suggestion, suggested to those concerned the advisability of complying with his restrictions. . . . . On the question of athletics, President Hill is also in complete sympathy with his students. He has been free to say that he is heartily in favor of college athletics in so far as they do not interfere with a proper application to mental exercise. He has also intimated a desire to see Rochester take an honorable place in the intercollegiate contests."

Two months later the college paper reported:

"The university has just had the paint removed from the steps of Anderson Hall at a cost of fifty dollars . . . . . While we do want 'dormitories,' and we do want a 'gymnasium,' and we do want 'co-eds,' still the best way to bring about these desirable ends is not to express our wishes in red paint on the steps of Anderson Hall."

On Monday evening, January 27, 1890, the alumni of Rochester and vicinity gave a reception and banquet to President Hill. One report was that about 125 alumni sat down to the tables in the rooms of the chamber of commerce and that Dr. Hill said substantially: "Times and men change, and colleges must change with them. It gives me pleasure to say that there is nothing to reform in the University of Rochester, but there are a great many things to add. . . . . We must have increased appliances and an enlarged force of professors. . . . . No matter how brilliant a college's record may be, that college must die if it does not grow." Then the following telegram from Dr. Anderson was read: "From my sick bed I send my cordial greeting to the alumni and their guest, Dr. Hill, confidently expecting that they will be as loyal, kind, and as true to the new president as they have always been to me. M. B. ANDERSON."

The catalogue for 1889–90 gave as the enrolment: 25 seniors, 27 juniors, 39 sophomores, 44 freshmen. Of these, 103 took the classical course; and 32, the scientific. There were also 39 eclectic students, and 11 in chemistry not counted elsewhere, making a total of 185.

Commencement in 1890 was begun with a baccalaureate sermon preached by President Hill, in the

First Baptist Church, instead of having a sermon preached by some selected minister before the Young Men's Christian Association of the university, as had been the custom. The text was: "Ever learning and never able to come to the knowledge of the truth" (II Tim., 3:7).

On Tuesday evening, instead of an oration and a poem before the alumni, memorial services for Dr. Anderson were held, in which there were highly eulogistic addresses by several prominent alumni. There was also a poem.

In the address to the graduating class, on Wednesday, President Hill said: "It is customary to speak of young men who are leaving college as 'about to go out into the world.' . . . . But our college is imbued with the spirit of the age and is so fully in touch with the varied and objective life of a progressive and busy city that we have a lively consciousness not only of being in the world, but of being constant participants in its multifarious life and interests. In this respect, beyond a doubt, we occupy the position of the colleges of the future. . . . . Our ideal now is to teach young men not to shrink from the world, but to know and master it."

A somewhat general revision of the curriculum was made in 1890, to take effect with the beginning of the year 1890–91. It provided for four courses of study, of four years each, to be known as (1) the classical course, (2) the Latin-scientific course, (3) the Greek-scientific course, and (4) the scientific course. The distinguishing studies in each were, respectively: Latin and Greek; Latin and one modern language; Greek and one modern language; and two modern

languages. The first course led to the degree of Bachelor of Arts; the second, as also the third, to the degree of Bachelor of Philosophy; and the fourth, to the degree of Bachelor of Science.

One important object sought in the revision was stated by President Hill to be the furnishing of a more complete preparation for those professional studies upon which the majority of graduates enter soon after graduation. "The growth of knowledge," he explained further, in the *Campus* of May 1, 1891, "is so great, and the demand for accuracy so imperative, that it is simply impossible to indicate a plan of study, that can be completed in four years, which shall embrace all that every calling demands as an essential preliminary. We have attempted to solve this problem by devising four courses of study, each of which throws emphasis upon some special branch of liberal training, while all contain a certain proportion of language, mathematics, science, and philosophy, and sufficient to secure to every graduate a symmetrical training and at the same time a diversified knowledge. . . . . Our aim is, not to anticipate professional studies even to the slightest degree, but to recognize the claims which the professional schools have upon the colleges to equip graduates with those preliminary studies which must be completed before professional study is begun, if progress in it is to be easy, sure and successful."

Under the caption of "The Museum of Biology," the catalogue for 1889–90 announced that a zoölogical museum was in process of establishment, to be located on the third floor of Sibley Hall, the considerable quantity of material for it previously possessed by the university having been augmented by specimens pro-

cured for the university by Professor Ward in a journey the past year through South America. The next catalogue stated, under "Biological Laboratory," that the department of biology occupied, on the third floor of Anderson Hall, a large lecture room, a general laboratory, a private laboratory for the instructor, and a workroom where reagents, anatomical material, etc., might be prepared; while other rooms were to be fitted up as occasion required for special laboratories. Charles W. Dodge, M. S., a graduate of the University of Michigan, was given as instructor of biology and curator of the zoölogical museum.

The need of a gymnasium was from time to time urged, by the undergraduates in particular. The alumni appeared to be less generally concerned about it; but it was reported that at the alumni dinner in 1890 two of the alumni pledged $2,000 toward a gymnasium. That was about as far as the matter got for some years to come, although the agitation for a gymnasium was renewed at times, with increasing insistency. Meanwhile the catalogue stated that an arrangement had been made whereby students in the university might, by the payment of a nominal fee, enjoy all the privileges of the new building of the Young Men's Christian Association, which building contained a completely equipped gymnasium.

A growing demand for the admission of young women to the university manifested itself at intervals and presented a problem difficult of solution under existing circumstances. The alumni in general were more or less opposed to co-education. But the faculty appeared to be willing to have the doors opened to young women. In fact, at least four young women—

one of them a daughter of Professor Lattimore, and another the daughter of Professor Quinby—had been admitted as students in the chemical laboratory between 1875 and 1881; while three others were subsequently permitted to pursue special courses in the university. Then in 1891 representatives of several associations of women in the city of Rochester presented to the board of trustees a petition setting forth that they were desirous of seeing the doors of the university opened to the daughters as well as the sons of Rochester and, as they had been informed that one of the principal reasons for the exclusion of young women was a financial one, asking to be advised as to how large a sum of money it would be necessary to secure in order to enable the university to admit to its educational advantages young women on equal terms with young men. After some discussion, the matter was referred to a committee; and the problem remained unsettled.

On June 14, 1892, Professor Gilmore said, in a report to the trustees: "I may perhaps be permitted to call your attention to the possibility of meeting, in connection with this department [that of rhetoric, logic, and English literature] certainly—and possibly other departments—the popular demand for university extension lectures. During the second term, I told those students who had elected American literature that they were at liberty to bring the ladies of their acquaintance to the lectures in that department. This permission was distorted by the newspapers of the city into an invitation to the women of the city to attend these lectures; and they crowded the chapel of the university to its utmost capacity till the end of the

course. . . . . It is a serious question whether it would not be wiser to throw open similar lecture courses to the ladies of the city, under suitable restrictions, than to present such an attitude as shall lead to the organization of such courses in our city by professors of other colleges."

In 1894, the board of trustees approved the action of the executive committee in passing a resolution on December 2, 1893, that the faculty be instructed not to examine any more women with reference to occupying places as students or attending recitations in the university until specific directions were received from the trustees. That was intended to keep the matter in abeyance and to prevent troublesome complications until the trustees, who were said almost unanimously to desire to provide for the education of young women, could see their way clear to take some definite action with regard to it.

A lack of funds was an insuperable obstacle to any plan for the improvement of the university or any extension of its instruction or privileges which would involve any considerable expense. Nor did it seem possible at that time to raise the money that was wanted for the university. One reason for that, both prior to the panic of 1893 and in addition to it, was a controversy that arose among the Baptists and some of the alumni over alleged "tendencies" toward reducing the representation which the Baptists had on the board of trustees and toward a change in the character of the university as a Christian institution, which alienated from it some of its former friends. Another reason was that too many people in Rochester were then dis-

posed to leave the university financially for the Baptists to maintain, as a denominational charge.

At the alumni dinner in Anderson Hall in 1891 President Hill said: "Many years ago that great and glorious man, Martin B. Anderson, came to this institution throbbing and burning with the enthusiasm of middle life. He brought to the service of the college personal friendships among men of great financial means. With wonderful power he shaped the elements of that primary chaos into the cosmos of the present university. It required at that time just those strong elements of conscious power to shape the destiny of this institution. . . . . Two years ago I came to the service of your university. . . . . I waited to see what the trustees would do. I expected to see millions pour into the treasury. I waited to see what the alumni would do. I expected to see them gather here as loving sons gather around their mother. But I looked and waited for long. . . . . The impress of a great personality was still upon all connected with the university and it seemed difficult for any one to move of his own free will. Gradually it became evident to me that they were waiting for the president to do something. . . . . And yet, such has been the effect of tradition, ... I have not seen any very lively evidences of the results desired. . . . . I want to say that you will never get another man who will carry the whole load of the university as your first—your late—president did. . . . . Gentlemen, don't alienate your affections from the university because your president cannot work miracles.

"We must all agree upon one platform. What is necessary for one thing is to have a faculty of earnest

men who will be examples for the students—worthy Christian men of upright life. I believe, too, that we should look to the city of Rochester and Western New York for the support of the university. We must show a disposition to stand by our own ideals and invite every one to join us. . . . . Now, what are we going to do? Are we going to suffer the foundation that Dr. Anderson planted here to lie structureless, or are we going to build a university that will be an honor to his memory? The University of Rochester is in a critical position. It needs the support and counsel of the citizens of Rochester. I do not believe that they are so disinterested that they will not rally to the work of making it the great institution that it was intended to be. . . . . Let us then build a university here that will tell the ages to come in words that will not be misunderstood that we builded for them."

Not a great while after that, Dr. Edward M. Moore, one of the trustees of the university, who was not a Baptist, was quoted as having said to a reporter of the *Post-Express:* "Instead of criticizing us and turning the cold shoulder upon the university, Rochester should lend it a more cordial support than it has yet done. . . . . The institution which should be the pride and glory of our city is left to struggle along without local help though half its students come from Rochester and vicinity. The reply to requests for aid is continually, 'Oh, it's a Baptist institution—let the Baptists take care of it.' I tell you it has ceased to be distinctively a Baptist institution, though representatives of that denomination are still in the majority in the board of trustees. . . . . When the members of that denomination in other places find how lukewarm

is the feeling of Rochester citizens toward the university they justly begin to feel that their efforts have been in vain and have been received with ingratitude."

In answer to the suggestion that the people of Rochester would take a warm interest in the university and would contribute liberally to its support when it opened its doors to women, Dr. Moore said: "There is no sincerity in that position. . . . . I do not say what might not be done when the institution is in a better financial condition; but with defeat staring us in the face from year to year, and when from year to year we have to go begging to friends of the university who live at a distance, to make up the deficit, you can easily see that we do not feel like at once complying with such a request [as one for the admission of young women]. The fact of the matter is, it [the suggestion made] is a mere excuse. As long ago as 1873, I, in company with Mr. Durand and another gentleman [Lewis H. Morgan], tramped the streets of this city for two long winter months to try to raise enough money to found a female college in this city. Dr. Anderson was at that time heartily in sympathy with the movement. Although the plan was never definitely formulated, the idea was to locate it in the vicinity of the present college and have the same professors teach in both institutions. With all our efforts we succeeded in obtaining one considerable subscription, which was for $75,000. Aside from that, we only succeeded in raising $75,000 from all other subscribers, and, as the subscriptions were so small and came in so slowly and the sum to be raised was so much larger than the amount secured, the attempt was given up

and the gentlemen were never called upon to make their subscriptions good."

"The Dawn of a New Era" and "Alumni All Awake at Last" were typical headlines in the local newspapers reporting the commencement of 1892. The alumni had their annual dinner for the first time under a large tent, in "the circle" on the campus. About four hundred—alumni and their guests—sat down to the tables. When the time came for toasts, President Hill said: "I take it that we are to have a university here. . . . . We must now convince the citizens of our needs and appeal to them. . . . . I suppose some men do nothing in partnership and accordingly they don't want to support the university, which is a partnership affair. We must have a Christian college. It is not our duty to teach a specific doctrine or creed; nor do we do it. We must have a building upon this campus, a symbol of the faith within our hearts. A college must not forget the complex nature of man and his physical character—we must have a gymnasium, one furnished with every scientific equipment. I am exceedingly glad of the chapter houses that are clustering about us here. We need an auditorium where the life and culture of the city may gather to listen to the best lectures in the country. Then must come the dormitories. And we must reserve a place for the Warner observatory.[2] . . . . We must consider also the question of the admission of young women to the university. Give us money, gentlemen,

[2] The board of trustees had just appointed a committee to confer with H. H. Warner with reference to a transference of his astronomical observatory to the campus, it being thought that he might make it a gift to the university, but he never did.

and we will take care of your daughters. There shall be no fraud or deceit about it. No sectarian propagandism. Honor, truth, virtue, loyalty, and business methods will prevail. Now, I haven't commended co-education 'as she is taught.' I have a plan which I think solves the problem. Young women may be cared for, and no discrimination will be shown. It is my greatest wish that we unite for the realization of this happy dream." On another occasion he mentioned as his plan one for a co-ordinate college for women.

In the hope of making new friends for the university and restoring the disaffected, Dr. R. S. MacArthur, of the class of 1867, a trustee of the university, and the pastor of the Calvary Baptist Church in New York City, offered, at the meeting of the board of trustees on June 14, the following resolution of doubtful appropriateness for the purpose: "That it is the sense of this board, alike in harmony with the spirit of its founders and the character of its history, that two-thirds of its members shall be members of regular Baptist churches, and that the remaining one-third be composed of persons irrespective of their religious associations or beliefs." The record is that, in the discussion which followed, all the speakers averred that it was their desire that the board should continue, as it always had been, with a majority of its members being members of the Baptist denomination and that its historic character in that respect should continue; but some of the speakers doubted the propriety or necessity of the formal resolution that was offered. After a motion that the resolution lie on the table was lost by a vote of six ayes to seven nays, the resolution was unanimously adopted.

In an extended report to the *Christian Inquirer*, Dr. MacArthur said that the work of the year at the university was marked by progress throughout. "The faculty are united and aggressive in their work, and new plans for enlarged courses of study are constantly under consideration. President Hill has proved himself to be not only an able teacher and leader in the work of the university, but also a popular and patriotic citizen. He has secured a strong influence over many leading citizens. It is rare that any college president has so soon secured so wide and so great an influence over the citizens in a college town. . . . .

"The addresses which followed [the alumni dinner] were, with one exception, made by citizens of Rochester. Prominent representatives of the clergy and the laity were among the speakers, and of the latter class there were men occupying leading positions in the various walks of business life. Hebrews and Gentiles vied with one another in giving honor to the university and in pledging it their hearty support. It was altogether the largest and most enthusiastic meeting of the alumni which this writer has ever attended. During the exercises it was frequently remarked that the university was entering on a new era in its history, and that this occasion was itself an epoch in its progress toward a larger and grander development. One aim was to bring the work of the university into closer touch with the people of Rochester, and this end was admirably attained on this occasion. Heartier words could scarcely have been spoken, and warmer assurances of aid could scarcely have been given. . . . . Some of the speakers, themselves citizens of Rochester, spoke with great plainness of speech of the com-

parative indifference of the people of Rochester hitherto regarding the prosperity of the university and of its claims upon citizens generally. The people, it is believed, are beginning to realize how much the university has added to the fair name and growing fame of the beautiful city. . . . .

"A committee was appointed last year to consider various subjects relating to the increased prosperity of the university. It seemed wise to some members of the committee to take notice of the many reports in circulation regarding the denominational standing and prospects of the university. . . . . The people of Rochester, it was said, would not give money freely because the university was so strictly denominational, and many Baptists elsewhere were afraid to give lest, as they feared, the university might some day slip out from denominational control. . . . . No doubt needless fears were cherished. . . . . But the fact remained that these fears existed and that the university was suffering as a consequence. . . . . After considerable discussion a resolution [the one quoted] was passed by the board, only one vote being in opposition and that the vote of a Baptist. . . . .

"The resolution as passed was, so far as concerns the two-thirds majority, taken from the fundamental law of the University of Chicago." To further justify the resolution, Dr. MacArthur quoted the following, which he explained was taken from the official records of the University of Rochester, that, "'At the first [but not regular] meeting of the board, held May 13th, 1850, on motion of William R. Williams—*Resolved*, that in making to the public (our own churches included) appeals for an endowment, our agents be re-

quested to state very clearly the distinct character, on the one hand, and the united interests, on the other hand, of the new university [the University of Rochester] and the union for ministerial education [practically the Rochester Theological Seminary]. That the university, though open in its board of trustees and its faculty to a limited number of members from other denominations, is to be kept sacredly under the control of the Baptist denomination. . . . . '

"It ought to be said, that no reflection on the loyalty of President Hill is intended. Those who stand very near him affirm that his loyalty was never open to the slightest suspicion. Certainly no man could have spoken more strongly than did he as to his denominational views, positions, and prospects. . . . .

"The object of the [MacArthur] resolution was not to narrow, but to broaden the work of the university; the aim was the more surely to anchor it in its true relations and then to let it reach out widely in its sympathies and methods. The fact is that Rochester University was never denominational in the narrow and sectarian sense; it has always been broad, generous, and catholic. Men of all creeds and of no creed have been educated within its walls. . . . . In its organization and methods Rochester has always been far less denominational than either Columbia, Princeton, Yale, or Amherst. The resolution just passed removes prejudices which existed in Rochester and removes fears which existed there and elsewhere."

However, neither were the denominational fears so allayed that injurious attacks on the university ceased nor were the new funds then needed by the university supplied by the citizens of Rochester.

One of the guests and speakers at the alumni dinner in 1892, who was the pastor of the Central Presbyterian Church, said that he wanted to throw open the doors of that church for the baccalaureate sermon, if the precedent of having it in the First Baptist Church could be overcome; and in 1893 President Hill preached the baccalaureate sermon in the Central Presbyterian Church, which evoked some criticism.

At the same meeting of the board of trustees in June, 1892, at which Dr. MacArthur introduced his resolution, President Hill presented a request of students to the faculty that systematic study of the English Bible be made an elective study for the sophomores and juniors. Dr. MacArthur offered to assume the cost—not exceeding $200—of instruction in Old Testament history and literature, and his offer was accepted. But a broader plan was announced by the catalogue for 1892–93, which added "religion" to the courses of instruction, saying: "While no distinctively sectarian instruction is given in the university, and it is neither designed nor equipped as a seminary of theology, it is believed that those truths in which all Christians are agreed form an indispensable part of a Christian education and that ignorance of the history and doctrines of the Bible is incompatible with a liberal training. Accordingly, the following courses of instruction are offered. . . . . (1) History and Literature of the Old Testament. . . . . (2) History and Literature of the New Testament." It was also stated that there would be brief courses of lectures delivered at the university by certain Presbyterian, Methodist, and Baptist pastors of city churches.

The *Campus* of February 1, 1894, classified the

students at the university, according to what had been found to be their religious beliefs or predilections, as follows: "Baptists, 78; Presbyterians, 42; Episcopalians, 15; Methodists, 14; Congregationalists, 5; Roman Catholics, 7; Hebrews, 5; Free Methodists, 3; Lutherans, 2; Universalists, 2; Reformed Presbyterians, 1; Unitarians, 1; theosophists, 2; agnostics, 1; infidels, 1. Of the number, 42 are studying for the ministry, and 5 for the foreign mission fields."

In an address which, as an article on "Progress at Rochester," was published in the *Campus* of October 12, 1894, Professor Gilmore said: "The college of today is a very different thing from the college of the last generation. It *must* be so. It *should* be so. . . . . Over against the half dozen departments in the old college, there are in the University of Rochester, for example, no less than 18 departments, offering more than 100 different courses of instruction. . . . . There has been a change equally great in the methods of instruction—the spirit that dominates the new college. Investigation has taken the place of dogmatism. . . . . I do not think that these changes need endanger the Christian character of our college. I do not think they *do*. Yet there are changes in the college of today religiously as well as intellectually—changes that have come about, without human forethought, to adjust the college of today to its changed conditions. . . . . Speaking with reference to the university respecting which I know the most and in which you are most interested [the University of Rochester] I do not hesitate to affirm that these recent years of intellectual change have been marked by a steady growth of the religious spirit—a healthful development of the

Christian life. A few years ago a wave of irreligion and immorality seemed to sweep over the colleges of our land." But a marvelous change, Professor Gilmore went on to say, had since taken place; and especially was the Young Men's Christian Association of the university molding the religious life of the new college, being fertile in expedients to disseminate the Gospel and foster a healthful Christian life. Besides, there were Bible study and training classes and a daily prayer meeting.

In 1892–93 faculty receptions were given to the students as follows: To the seniors, at Professor Baker's house; to the freshmen, at Professor Lattimore's; to the juniors, at Professor Forbes's; and to the sophomores, at Professor Robinson's.

On Friday evening, November 17, 1893, Anderson Hall, according to the *Campus*, was ablaze with lights. The very pleasant class receptions of 1892–93 had resolved themselves into one grand "university" reception. For nearly a week preparations had been going on for it. There was an air of mystery about the chapel all day Friday. Palms were banked in front of the president's chair, over which hung a picture of Dr. Anderson. Rugs covered the floors, and the college colors were everywhere, but not so with the young ladies—quality had to do double duty. Professor Gilmore gave two choice readings. The glee club sang. The Lyceum orchestra furnished music. After refreshments had been served, the rugs disappeared as by magic, the orchestra struck up, "and the charming damsel with her beau tripped the light fantastic toe. . . . . Those present passed a very enjoyable evening, and the faculty and their wives (present and

prospective) had the pleasure of knowing that their efforts were highly appreciated."

At the World's Columbian Exposition in Chicago in 1893 the University of Rochester had an exhibit for which it afterward received two bronze medals. The exhibit included copies of books written by alumni; for distribution, a booklet of forty pages which contained twenty halftone cuts and set forth very attractively the work and equipment of the university; and thirty bromide prints, 22×28 inches in size, to be hung on one of the walls of the educational department of the exposition.

On February 15, 1894, the *Campus* said: "Our university is never slow in considering new movements along educational lines. She may be very slow in adopting them, owing to certain peculiar circumstances by which she is hindered, but at any rate they are always carefully considered. In the university extension movement her professors have always taken great interest, and have done much to assist and make successful its work in the city. Through their efforts the city has been brought into a much closer relation with the university. In the best sense of the word, they have served to advertise our college and its work. Now somewhat along this line of university extension has sprung up a request on the part of certain educators for a summer school. . . . . The question seemed of enough importance to the faculty to warrant the appointing of a committee to consider it. . . . . It is a too well known fact that in its present condition the university can afford no extra expense. . . . . Shown to be self-sustaining, the faculty and trustees would

throw their hearts into the work, and it would be a great success."

University extension had the favorable consideration of the board of trustees on June 19, 1894, to the extent of the adoption of a resolution stating that the board favored the prosecution of the work and authorized the president to use the name of the university in the organization of the movement in Western New York, it being understood that the university was in no way to be involved in pecuniary responsibility in connection with this work.

At that meeting of the board, a committee on the improvement of the finances of the university, which was appointed in June, 1893, reported, through its chairman, President Hill, that there was necessity for decisive action in the near future, either in the direction of increasing the resources or in that of diminishing the expenses, while any important reduction in the expenses of the university would involve the crippling of its efficiency. Still the financial condition of the country appeared to be unfavorable for raising funds, and it was deemed best to postpone any concerted public movement for increasing the funds until more favorable financial conditions should exist.

Rev. James Ross Lynch, of the class of 1885, was instructor in mathematics, 1889–91. From in 1891 Arthur L. Baker, C.E., Ph.D., was professor of mathematics. The catalogue for 1891–92 gave Kendrick P. Shedd, '89, as instructor in modern languages; and Ryland M. Kendrick, '89, as instructor in Latin and Greek. Ryland M. Kendrick was a son of Professor Asahel C. Kendrick. The catalogue for 1892–93 gave William P. McKenzie as instructor in English; and

Walter R. Betteridge as instructor in Old Testament history and literature. Professor Betteridge was graduated from the university in 1888 and from the Rochester Theological Seminary in 1891. He served in the faculty of the university only one year, after which he became instructor in Hebrew in the seminary. Rev. William P. McKenzie was instructor in English in the university for three years and was then succeeded by Roland P. Gray, previously instructor in English in the University of Nebraska. In 1894 Hollister Adelbert Hamilton, of the class of 1892, was appointed instructor in Latin and Greek, and served as such for two years, while Ryland M. Kendrick was studying at the University of Berlin and at Athens, Greece. In 1894 also, Henry E. Lawrence, of the class of 1889, was appointed instructor in physics. Moreover, much better provisions were made for the department of physics than it had theretofore had. In the basement of Anderson Hall a workshop, furnished with motor power and tools, was fitted up. On the floor above, two rooms were to be used—one for a lecture room and the other for experimental work in general mechanics and heat; while on the second floor provision was made for two laboratories.

In his sixth annual report to the trustees, President Hill said that throughout the year 1894–95 the inner life of the university had been more than usually earnest and harmonious. In 1887–88 the total number of courses of instruction open to students in the university was 46, upon 24 different subjects, exclusive of lectures and honor studies; while in 1894–95 there had been offered 92 courses of instruction, in 47 different subjects, exclusive of a largely increased num-

ber of honor studies. The opening of the biological laboratory in 1891, well equipped with microscopes and other facilities for investigation, marked an important epoch in the history of the university, and it was hoped that the opening of the physical laboratory would confirm and multiply the good results which had come from the chemical and biological laboratories. It was obvious that the cost of education was greatly increased by the new modes of instruction; and it had been necessary to create a small annual deficiency, which had accumulated to about $20,000, in order to meet the growing demands that had been placed on the university. To sustain the work of the university at the level of efficiency which it had reached, there was required immediately at least $100,000 of additional endowment.

He said further that, in October, 1889, Dr. Anderson wrote: "'In the future a collection of scientific schools will naturally grow around you, ... with separate departments for postgraduate instruction. . . . . In the time to come the college will come to be identified with the interests and reputation of the city, and the citizens will come to appreciate it and be proud of it, and will furnish more and more students each year. . . . . I believe in building a college from the center outward. When the internal wants of the university are provided for the requisite buildings will come easily. . . . . I have hitherto aimed at getting endowments in money rather than elegant buildings. If the Morgan legacy for girls becomes available there will be need for large additional outlay to provide for their care and housing, but this can be got by appealing to Rochester citizens.'"

"It is evident from these expressions that President Anderson desired to identify the university with the city of Rochester more closely than it ever had been identified during his lifetime, and that he approved of an appeal to the citizens for pecuniary assistance in the two directions of a larger scientific development and the education of women. The intimations contained in the public addresses of the president during the last five years that such assistance would be acceptable have been resented by certain persons who have no doubt honestly believed that they involved a departure from the programme of President Anderson. The proposition to extend the public services of the university in the directions indicated in President Anderson's letter has been construed as an attempt to alienate the university from its denominational alliance. It has been assumed by those who have drawn this inference that the only function of a college in any sense denominational is to furnish a classical curriculum for the preparation of students for theological instruction. It has apparently escaped the notice of these persons that throughout the country every thriving and prosperous institution of learning is endeavoring to enlarge the measure of its services to the community in which it is placed. It is anomalous that in the case of the University of Rochester the efforts of the administration to extend the usefulness of the institution to the public should have been proscribed and obstructed as unwarranted by its past history. It is still more extraordinary that the powerful influence of President Anderson's name should have been invoked as opposed to the further expansion of our work."

President Hill then referred at some length to ec-

clesiastical interference in 1895, the purpose of the university, the sentiments of the founders, and the extent of denominational interest. In conclusion, he said to the trustees: "The present situation forces upon your honorable body the duty of redeeming the pledges of the past and of placing the university in a light before the public that shall admit of no ambiguity, perversion, or controversy respecting its policy and its aims. The facts are before you, and you will see the necessity on the one hand of perfect loyalty to that great and influential body of Christians who justly claim a large place in the rights and privileges which you hold in trust, and on the other hand of redeeming the pledges to those 'lovers of good learning' who have confided their wealth and the fruits of their labors to your care."

The committee, composed of Elon Huntington, John P. Townsend, John H. Deane, and Martin W. Cooke, to which the president's report was referred, stated in part that the historical account of the aims, purposes, and policy of the institution met the hearty approval of the committee and answered conclusively the unfriendly criticisms which had been circulated to a greater or less extent for many years. In the pursuit of their purpose, the founders of the University of Rochester deliberately united in a petition to the regents for the establishment of "an institution of the highest order for scientific and classical education." The object of the institution, as declared in the charter, was: "the instruction of youth in the learned languages and in the liberal arts and sciences." In other words, the office of the college, as its founders sought to make it, and did make it, was to provide for the in-

struction of youth in these specified departments of knowledge. The benefit to the Baptist denomination which the founders anticipated was, simply and only, such as would accrue to it from the fact that such an institution, devoted and applied to such uses, was founded, fostered, and controlled by its members. To this reasonable expectation their successors had been ever true and loyal. There was not in its history or present management any ground for belief that any of the powers or privileges of the university had been, or ever would be, directed against the principles of the denomination to whose adherents it owed its life and so much of its prosperous development. The denominational control was secure in the preservation of the traditional majority of Baptists in the board of trustees. Such control, however, did not import that the funds or powers of the university would be employed directly in the interest of the Baptist denomination more than in that of any other. It was rather a guaranty that they would not be directed to any sectarian end whatsoever, and particularly that they would not be employed in antagonism to the principles of the Baptist faith. The university does not recognize any ecclesiastical power of visitation.

The board of trustees adopted the report of the committee and voted that the report of the president be published.

The *Campus* of July 5, 1895, said: "The commencement season just passed in many respects indicates greater prosperity for the university. The immense increase in the attendance at the public exercises shows that the citizens of Rochester are at last awakening to an active interest in the highest institution of

learning in their city. . . . . More unanimity seems also to have arisen in the ranks of the alumni. Petty likes and dislikes are rapidly disappearing and being replaced by a genuine feeling of loyalty to the university, to which they owe allegiance under whatever administration it may be."

President Hill, in concluding his annual report of June 16, 1896, to the board of trustees, said: "It has been the custom of your president to propose his resignation at each meeting of the board of trustees, in order to give opportunity for its acceptance if desired. At the last commencement the resignation was more formally presented and intended to be final. The reasons for this action are wholly personal and do not need to be stated here, but it may be proper to say that it has not been caused by any want of harmony with the spirit, purposes, or conduct of the board. On the contrary, throughout the eight years since my election as president, one of which, by your generosity was spent in Europe, I have not only been shown every possible courtesy and consideration, but every suggestion of mine, within the power of the board to execute, has been promptly acted upon, and no act or utterance of mine has been officially called in question. On my part, I have tried conscientiously to interpret the wishes of the corporation, and to represent the historic spirit of the university. Without fear or favor, the institution has steadily pursued its course, striving to maintain and teach the truth, to exalt Christian character, and to ennoble young manhood. In all these respects it has been successful. Its position and influence in the community were never higher than they are today, and it may be said with confidence that its work is

most appreciated where it is best known. . . . . My aims and hopes for the institution have not been too low; they have been too high, and are, therefore, mostly unrealized. But new, and perhaps unlooked for circumstances will, in time, open the way to the realization of them all. Here are solid and broad foundations for the future to build upon, and a splendid success waits for nothing—but the builders."

In accepting President Hill's resignation, the board of trustees declared that it did so with deep regret. It stated that the manner in which he had performed the duties of his office commanded the board's commendation. From the outset he was imbued with the spirit of the institution, and for its enlarged curriculum and wider influence it was indebted to his loyal service and masterly wisdom. He had served faithfully, fearlessly, and in every way acceptably. Furthermore, the board expressed its belief that the cause of higher Christian education, even by his comparatively short term in the field represented by the university, had been placed under lasting obligations to him.

On that same day—June 16—the board of trustees elected for president of the university Benjamin Ide Wheeler, Ph.D., at that time professor of Greek and comparative philology in Cornell University. But when he learned that $250,000 could not be raised to extend the functions of the University of Rochester, he wrote that, after having carefully considered the matter, his conception of his obligations to other relations, as well as his qualifications for this task, compelled him to decline to accept the presidency of the university. Then began what proved to be a somewhat lengthy quest for a president. Rev. W. H. P.

Faunce, of Providence, Rhode Island, on being informally inquired of as to whether he would accept the office, answered in the negative, although he was at the time a member of the board of trustees of the university.

Meanwhile, Professor Samuel A. Lattimore served as acting president very satisfactorily for two years, and then resigned the office on account of ill health. Thereupon Professor Henry F. Burton was appointed acting president, and for two years made a remarkably good one. A committee recommended his appointment as president, with no feeling that it had made the least error, but he did not particularly care for executive duties and responsibilities, and no agreement on the subject was reached.

In June, 1897, the board of trustees adopted a resolution that thereafter the degrees of Master of Arts, Master of Science, and Master of Philosophy would be conferred only after the completion of prescribed courses of study.

In his report for the year 1898–99, Acting President Burton mentioned, among other things, that Charles Hoeing, Ph.D., of the Johns Hopkins University, having been appointed, by the executive committee, instructor in Latin, had served in that capacity during the year.

The total enrolment shown in the annual catalogue was 213, including 17 candidates for the Master's degree. While it was gratifying to find that the number of students did not diminish, but on the contrary was gradually increasing from year to year, there was need of more extended and more systematic efforts to bring the college to the notice of the public.

New regulations adopted by the board in 1898, restricting the awarding of scholarships yielding tuition, had been followed during the year with satisfactory results. Only students in regular courses, who averaged at least 80 per cent in all their studies, were granted scholarships; and only those students who passed the examinations in their studies were permitted to give notes for their tuition. But opportunity had been given a limited number of students to perform services in the college in payment of their tuition. Eleven had rendered service in the library as cataloguers and copyists, nine as assistants in the laboratories, and seven in performing clerical work of various sorts in other departments of the college. Eight had received a small compensation as members of the chapel choir. Furthermore, the moral effect of the new system was no less gratifying than its financial results. By that system students received aid under conditions which, so far from tending to pauperize them, served to stimulate their industry and self-reliance. Those who were awarded scholarships had earned them by superior ability and faithfulness in their college work; those who had performed service for the college had not only rendered the full equivalent of their tuition but had gained valuable practice in literary or scientific work; and those who had given notes had only postponed the payment of an obligation which they thereby acknowledged. The service rendered as one form of payment of tuition had, moreover, been of great value to the professors in relieving them of much routine labor. The assistants in the laboratories had had the care of apparatus and the preparation of material for the use of the classes. In the

departments of mathematics and English they had read and corrected many thousand pages of written work handed in by the students, and kept a record of the same; and had done personal work with students who needed special assistance in addition to the instruction of the classroom.

The elective courses given during the year were nearly twice as many as the required courses and occupied 58.5 per cent of the time of the instructors. These courses constituted the more advanced work in each department, for which the required courses, which were more elementary, provided the necessary preparation. The required studies were disciplinary and furnished the general information and training needed by all students alike; the elective courses gave special training adapted to the special wants of students who were beginning to look forward to professional study. The improvement in the facilities offered by the University of Rochester during the past ten years consisted chiefly in the increase of elective courses which enabled the most capable and promising students to carry their studies much farther than was formerly possible; but there was pressing need of still further extension of these courses.

The internal administration of the college had been greatly aided by the formation early in the year of a committee, under the title of "the university council," which had taken charge of the various student organizations of an athletic, dramatic, and musical character, and of the college newspaper. The committee was composed of representatives of the trustees, the faculty, the alumni, and the undergraduates. Through its standing committees it supervised the

finances, the membership, and general activity of all organizations that assumed to represent the university. The good result of the assistance thus rendered the students by older and wiser heads was already seen in greater freedom from pecuniary embarrassments and more perfect harmony between the student organizations and the government of the college.

It was a source of gratification that the efforts of the alumni to provide a gymnasium had been so far successful that the completion of the building might be expected within the coming year.

In his report dated May 25, 1900, Acting President Burton said with regard to the gymnasium that it would be used as an assembly hall during commencement week and that at the beginning of the fall term it would be fully equipped and ready for daily use. Its completion was a significant event as introducing into the life of the college the new and valuable element of physical training, with all the incidental benefits that it brings; but it was still more significant as a proof of the interest felt by the alumni in the college. The gymnasium was the gift, not of one man, nor of a few men, but of hundreds of former students, who remembered their alma mater with gratitude and were not unmindful of her needs. [It cost something over $22,000.]

The catalogue for the year 1899–1900 showed an enrolment of 198. That was 15 less than in 1898–99; while the number enrolled in the regular undergraduate courses leading to the Bachelor's degree (159) was greater by 14 than in 1898–99, and greater by 16 than in 1897–98, when the largest total enrolment (of 216) in the university was reached. The number

of graduates, chiefly non-residents, who were pursuing studies for the master's degree under the direction of the faculty was 11, which was less by 6 than the year before; while the eclectic and special students numbered 23 less than the year previous. It was quite probable that the sudden falling off in the attendance of eclectic students was due to the fact that, under the new regulations of the trustees, scholarships yielding tuition were no longer granted to students of that class. Eclectic students were usually less perfectly prepared for college work, remained a shorter time, and consequently profited less by their opportunities and reflected less credit upon the college than those who entered a regular course. If, then, this were the only effect, in respect to numbers, that could be ascribed to greater strictness in granting scholarships, the loss might be borne with equanimity. But there was some reason for believing that some of the existing regulations respecting scholarships operated to keep away from the university students of the most desirable sort. While the tuition charged in the University of Rochester, as in other colleges, was about one-quarter of the cost of the instruction furnished, yet a college such as this could not afford to discourage young men of good character and good scholarship from entering its doors because of their inability to pay tuition. The restrictions which the trustees had placed about the award of scholarships, demanding evidence of absolute inability to pay, strict economy in personal expenses, and high standing in college work, gave assurance that the income of endowments for scholarships would not be misapplied. The list of students who held scholarships was in fact a roll of honor,

including no one who was not a credit to the college and to the benefactor whose scholarship he enjoyed.

Certain changes in the curriculum, affecting chiefly the order of studies, had been adopted by the faculty and would go into effect the following year. It was one of the chief purposes of this revision to bring about a better co-ordination of subjects in the scientific course. The revised scientific course introduced in 1890 had been constantly improved since then, but its growth had been rather uneven. In the department of modern languages an elementary course in Italian had been given for several years; and now one in the Spanish language, for which there was a strong demand, had been introduced.

By introducing classes on Saturday during the winter term, a beginning had been made toward providing courses of instruction in college studies for teachers in the city and country schools. The large number of teachers (mostly women) who presented themselves, the regularity of their attendance, and the excellence of their work proved that a real demand existed for instruction of that sort. Furthermore, many of those teachers having expressed a desire to continue their work during the summer vacation, several members of the faculty, together with one or two competent instructors not connected with the university, were offering courses extending through the month of July. The response to this would test the question of the expediency of organizing summer instruction as a permanent feature of the work of the university.

During the year more than a dozen women had been in regular attendance in various classrooms as visitors, having none of the rights or obligations of stu-

dents, but permitted as a matter of courtesy to listen to the instruction given to the young men.

Concerning the changes in the curriculum, the *Campus* of March 30, 1900, explained that the Latin-scientific course, which led to the degree of Bachelor of Philosophy, was to be called the "philosophical course." The Greek-scientific course was to be discontinued, but Greek might be substituted for Latin in the philosophical course. In the philosophical course German only would be accepted for admission, instead of either French or German as theretofore, very few students having come prepared in French. In the scientific course the requirements for admission in physics, botany, and chemistry would be strictly insisted on, the study of other sciences being begun in the college course. An elective course in Spanish would be offered in the second term of the junior year, and one in Italian in the third term.

By a vote of ten to three, the board of trustees on June 14, 1898, adopted resolutions: "That it is the sense of the board of trustees of the University of Rochester that women should be admitted to this institution upon the same terms and under the same conditions as men; That this policy be put into effect when the women of Rochester shall raise the necessary funds for the use of the university, estimated at $100,000, and under such conditions as may be decided upon by the executive committee of this board."

A committee consisting of Mrs. William A. (Helen B.) Montgomery, Susan B. Anthony, Olive Davis, Mrs. George C. Hollister, Mrs. Lewis Bigelow, and Mrs. William Eastwood informed the board of trustees of the university at its fiftieth annual meeting, on

June 12, 1900, that they had secured in pledges and subscriptions $40,000 toward the sum required as a condition for opening the university to women, and concluded: "We believe that this amount may possibly be increased to $50,000, but we do not see any probability of our being able to raise the remainder of the $100,000 in this locality. We have done our best. We regret that it is no better. If the board of trustees can suggest to us any method by which we can secure the entire amount, we will gladly continue the work according to their instructions."

Inasmuch as $50,000 of the $100,000 which the board had demanded was to have been used to provide a building for the physical department, in order to release space in Anderson Hall for the additional classrooms which would be needed on the admission of women to the university, while the other $50,000 was to be added to the endowment for additional instructorships; and whereas the erection of the new gymnasium building would make it possible to provide for a while the necessary classrooms in Anderson Hall, the board voted, thirteen to three: "That we admit women to the University of Rochester at the beginning of the next term in September, upon the same terms and conditions as men, provided $50,000 is secured in good subscriptions by that time."

In June, 1899, William Dayton Merrell, of the class of 1891—Ph.D., University of Chicago—was appointed instructor in biology, and took charge of the courses in botany, as well as rendered needed assistance in other biological work.

The treasurer's report of May 1, 1900, gave the total assets of the university as amounting to $1,296,-

714.10, of which $738,573.74 were accounted productive.

During the fifth decade there were a number of changes in the membership of the board of trustees. The last two of the charter members were removed by death—William N. Sage, in August, 1890; and Elon Huntington, 91 years of age, in September, 1899. Both were prominent among the founders of the university, and both rendered it invaluable service as trustees—Mr. Sage also as secretary and treasurer. Among those who were elected trustees were: in 1890, Rev. W. H. P. Faunce, of Providence, Rhode Island, and George C. Hollister, class of 1877, of Rochester; in 1894, Henry Clay Vedder, D.D., class of 1873, of Chester, Pennsylvania; in 1895, Joseph T. Alling, class of 1876, Walter S. Hubbell, class of 1871, and Rufus A. Sibley—all three of Rochester. In 1896, immediately after accepting the resignation of Dr. David Jayne Hill as president of the university, the board elected him a trustee. In 1899 it elected as trustees Rev. John B. Calvert, class of 1876, of New York City, and Rev. Rush Rhees, of Newton Centre, Massachusetts; in 1900, Albert H. Harris, class of 1881, of Rochester. Eight out of ten others elected trustees, to fill vacancies caused by deaths or resignations, were citizens of Rochester—men deemed likely to care well for the interests of the university and to increase its popularity locally.

The annual commencement and semi-centennial of the university were celebrated together in 1900, Wednesday, June 13, being designated "semi-centennial day." On Sunday, June 10, an anniversary sermon was preached in the First Baptist Church by T. Edwin Brown, D.D., of Franklin, Pennsylvania, his

subject being "The Permanent Influence of Sacrifice," recalling the life-work and influence of President Anderson. On Monday, at 11:00 A.M., occurred the dedication of the gymnasium; at 4:00 P.M., class-day exercises were held in it; and in the evening it furnished the place for the Dewey prize declamations by members of the sophomore class. The program for Tuesday called for a "students' dinner" at the gymnasium at 1:00 P.M.; at 8:00 P.M., at the Lyceum Theater, an oration before the alumni, by Merrill E. Gates, '70, on "Personality in Politics"; and at 9:30, a social gathering of the alumni at the gymnasium.

The semi-centennial exercises were held in the Lyceum Theater, on Wednesday, beginning at 11 A.M., when Dr. Moore, president of the board of trustees, presided. The program called for an address of welcome by Acting President Burton; a historical address by Professor W. C. Morey, '68, on "The University of Rochester in Its Relation to the Educational Movement of the Last Fifty Years";[3] and an address on "The Past and the Future of the University in America," by William T. Harris, United States commissioner of education. In the evening there was an opening address by David Jayne Hill, then assistant Secretary of State of the United States, who presided. Other addresses were: on "Promise and Performance," by Theodore Roosevelt, governor of the state of New York; on "College Types and Traditions," by Professor Newton L. Andrews, of Colgate University; on "The Founders of the University and the Univer-

[3] Illness prevented Professor Morey from delivering his address, but it was afterward published, with the other addresses of the occasion, in *Addresses at the Semicentennial Anniversary of the Founding of the University of Rochester, June Tenth to Fourteenth, MCM.*

sity They Founded," by Rev. R. S. MacArthur, '67; on "The College and the City," by George A. Carnahan, mayor of the city of Rochester; and on "The Alumni and Their Alma Mater," by J. Sloat Fassett, '75.

On Thursday, commencing at 9:30 A.M., at the Lyceum Theater, orations were delivered by members of the graduating class, degrees were conferred, and prizes and honors were awarded. At 1:00 P.M. the alumni dinner was served in the gymnasium. The assigned toasts were: "Our Jubilee," by Rev. Henry L. Morehouse, '58, president of the associated alumni; "The University of Rochester," by President-elect Rush Rhees, which, on account of illness in his home, was covered by a letter which he sent, and which was read by Professor George M. Forbes; "The Rochester Theological Seminary," by President A. H. Strong, of the seminary; "The Board of Trustees," by Albert H. Harris, '81; "The Colleges of the Empire State," by Robert E. Jones, president of Hobart College; "The Board of Regents," by Pliny T. Sexton; "The Original Faculty," by Professor Albert H. Mixer; "The First Class," by Rev. A. L. Freeman, '51; "Our Future," by ex-President David Jayne Hill.

Thus was closed in a happy manner the first half-century of the University of Rochester. Its development was slow, through many difficulties, and at much noble self-sacrifice on the part of not a few persons; but whether that is allowed to be forgotten or not, the result was worth it all. The way was prepared for a future expansion, in a little more than half the same length of time, that could not in 1900 reasonably have been believed possible.

CHAPTER IX

GREAT EXPANSION

AN INCOMPARABLY greater expansion than that which was hoped for in vain from the time when the University of Rochester started with only a "collegiate department," in 1850, until the end of the nineteenth century, has come to it thus early in the twentieth century—in the administration of President Rush Rhees, which is still extending and strengthening its hold on the interest of the citizens of Rochester, on the graduates of the university, and on many friends of sound higher education in general.

Rush Rhees was born in Chicago, Illinois, on February 8, 1860. Descended from a line of Baptist ministers of sturdy Welsh extraction, he himself joined the Baptist church and became an ordained Baptist minister. He was graduated from Amherst College in 1883, after which he served it for two years as instructor in mathematics. Then he entered the Hartford Theological Seminary (Congregationalist), and after his graduation from it was the pastor of the Middle Street Baptist Church of Portsmouth, New Hampshire, until 1892. In that year he accepted an appointment as associate professor of New Testament interpretation in the Newton Theological Institution (Baptist), at Newton Centre, Massachusetts, being

promoted to the full professorship two years later. On July 6, 1899—the same day that he was elected president of the University of Rochester—he married Miss Harriet Chapin Seelye, daughter of the president of Smith College. The honorary degree of Doctor of Laws was conferred on President Rhees in 1900 by Amherst College; and the honorary degree of Doctor of Divinity in 1901, by Colgate University.

When President Rhees was first approached on the subject of whether he would be willing to accept a tender of the presidency of the University of Rochester it required not a little persuasion to induce him even to consider accepting it. When, after some investigation, he became favorably impressed with the conditions at the university and what might be done there, he wrote: "Would your board be ready as a body and as individuals to push energetically the movement for an increase in the endowment funds? . . . . My mind readily finds directions where expansion is needed if the institution is to do the work that it must do to attract me to the administration of it. If I accept the presidency of Rochester, I shall not try to shirk any duty belonging to that office. But I shall be unwilling to accept it unless I can see that those already interested and responsible are ready to move energetically for the increase of the resources of the university." The practical answer was that the board of trustees immediately and unanimously elected him president of the university. On July 24, 1899, he wrote, accepting the office, to enter upon it July 1, 1900, and be ready for the opening of the year 1900–1901.

The *Campus* of October 6, 1899, said: "We are all glad that the presidential question for the Univer-

sity of Rochester is settled, and settled, too, so propitiously. Those who have talked with President Rhees must have been impressed with his quiet reserve, his kindly eye, his quick perception, and his aptness in saying the fitting thing. Such qualities are sure to win friends, and President Rhees has already, during his short visits to Rochester, made many friends."

The *Congregationalist* remarked: "In choosing as its new president Rev. Rush Rhees, the University of Rochester has laid its hand upon one of the ablest of the younger circle of Baptist ministers, whose attainments in the pulpit, pastorate, and professorship, as well as in the field of authorship, have already been of a substantial order. . . . . He belongs to the progressive school of biblical students, but his scholarship is marked by caution, and he is genuinely conservative in his instincts."

The formal installation of President Rhees was deferred until October 11, 1900. It took place in the alumni gymnasium at 4:00 P.M. The trustees, faculty, invited guests, many alumni, and the students assembled at Anderson Hall and marched to the gymnasium, where there was already quite a large audience. The health of Dr. Moore, the venerable president of the board of trustees, was such that, although he was present, Charles M. Williams, secretary of the board, presided in his stead. Among those on the platform, besides the speakers, were the presidents of Colgate University, Vassar College, Hobart College, Cornell University, Saint Lawrence University, Alfred University, Rochester Theological Seminary, and Auburn Theological Seminary. President Seth Low, of Columbia University, delivered an address on "The City

and the University"; President William R. Harper, of the University of Chicago, delivered one on "The College Officer and the College Student"; and President L. Clarke Seelye, of Smith College, delivered one on the "Limitations of the Power of the College President." Then Mr. Williams, on behalf of the board of trustees, with appropriate words presented to President Rhees the charter, seal, and keys of the University of Rochester and declared him installed as president of the university.

President Rhees, addressing the chairman and the trustees, replied: "I pledge to you my most earnest and diligent endeavor to realize the broad hopes of those who secured this charter, to guard the honor of this seal, to be watchful for the most efficient use of these buildings, and in general to advance in every possible way the usefulness of the university over which you have called me to preside. And now, Mr. President, distinguished friends, gentlemen of the board of trustees, alumni, ladies and gentlemen," he went on to say: "In obedience to the custom which asks for my confession of educational faith on entering this office, I invite you to consider with me this afternoon some of the facts and problems involved in 'The Modernizing of Liberal Culture.'

"There is good reason why we should admire the high ideals and large hopes which prompted the founders of this institution to secure for it its liberal charter, and in some measure influenced the choice of its name. . . . . When we consider the present status of liberal culture, two facts indicate an attained modernization: First, the successful demand for recognition by what may be called the new learning. . . . .

The second noteworthy fact in the present status, is the revolution in the method of teaching the classics and mathematics. . . . . Turning now from the accomplished modifications, let us consider some of the questions still pressing for attention. Among these, first, the problem of yet further expansion of the curriculum. . . . . These demands for expansion of the curriculum . . . . may represent the constant call for recognition of new or neglected branches of learning. . . . . They also emphasize a different problem which seriously presses for solution. We may call it the problem of adjustment. . . . . Inasmuch as a college does not aim to train specialists, and as it assuredly does not purpose to reward indolence, we are face to face with a problem of a new estimate of the educational significance of different studies—their worth for training and information—and with the demand for such a regulation of election as will leave the student's freedom essentially unimpaired, while securing from every candidate for graduation work sufficiently broad to warrant sending him out into life as an educated man. . . . . Readjustment brings with it the problem of educational economy. . . . . There is no more serious obligation resting on our shoulders as educators than this of reducing educational waste to a minimum."

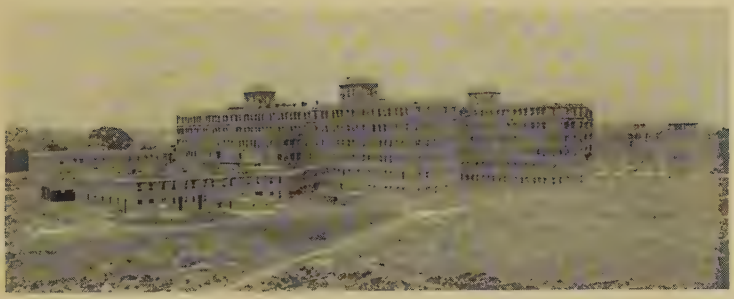
In concluding his inaugural address, President Rhees said: "Today you have honored the college by your presence, citizens of Rochester. The prospect for our future is bright in the measure of your interest. We are here to serve a wide constituency reaching many cities and neighboring states, but our closest, most intimate relation must be with the city which

gives us hospitality. Our students come in large measure from your homes. The ties which link our interests with yours grow much stronger with each year. It is our ambition to serve you fully. We would give you here the opportunity for the most thorough modern education, which shall neither despise the past, nor be blindly tied to it; an education of the widest scope possible with our resources. As new demands arise and new resources are found, we pledge to you that we will meet the demands most eagerly, and use the resources with the broadest wisdom we can attain.

"The fathers did not see our present day, but they saw larger things than they knew, which include and surpass any present attainment or definite prospect. The hand engraved on the college seal points onward toward ever 'better things.' We follow those courageous souls in studying with unresting earnestness for the modernizing of the culture which we offer you in their name."

In the evening, by invitation of the trustees, many citizens of Rochester and visiting guests assembled in the gymnasium to meet and welcome President and Mrs. Rhees.

President Rhees, in his report to the trustees for the year 1900–1901, stated that, the final conditions imposed therefor having at the last moment been met, women had been admitted to the university at the beginning of the year. The resolution of the trustees to admit women "on the same terms and conditions as men" required that they receive equal attention, equivalent instruction, and that they be subject to the same standard of admission and graduation. It wisely did not determine in detail the methods by which these



SCHOOL OF MEDICINE AND DENTISTRY

STRONG MEMORIAL HOSPITAL

PART OF MAIN QUADRANGLE OF NEW COLLEGE FOR MEN

Showing End of Chemistry Building, Liberal Arts Building, and Library Building, with Tower, as Pictured by the Architects

ends should be sought. There was no longer room for question concerning the propriety of offering such equal opportunities to women and men. On the other hand, there was as yet no unanimity concerning the most effective ways of educating women. The faculty had purposely not adopted any definite policy for the future of the women students, preferring to let the future bring its own normal development. Such steps as had to be taken during the first year had been so taken that the development of a co-ordinate scheme of education would be unembarrassed, should it seem wise to adopt that policy. One step which looked naturally toward such a policy was taken in the decision of the executive committee that scholarships and prizes founded prior to the admission of women must be administered for the benefit of that class of students in whose interest they were manifestly established [which was waived where a donor still living expressed a wish to the contrary]. Another step was necessitated by the opening of the alumni gymnasium, it being judged to be manifestly impracticable to admit women to the privileges of that gymnasium, experience having shown that in physical culture, if nowhere else, women and men must have separate instruction.

The year 1900–1901 was the first one in which it was possible to offer to the men regular instruction in physical culture. The requirement of gymnasium work was not welcomed with unmixed enthusiasm, but it was introduced with much less friction than might have been the case. The gymnasium, moreover, served a broader purpose than for physical culture alone. It contributed not a little to the stimulating of a healthy college spirit among the men, inas-

much as it gave them a natural center on the campus for social life. Besides, it had repeatedly served during the year as an attractive assembly hall. By moving the apparatus from the floor, and fitting it up with chairs and settees, a meeting place capable of accommodating from 700 to 1,000 persons quite satisfactorily had been secured.

The enrolment for the year was, of men and women respectively: graduate students, 11, 1; seniors, 39, 1; juniors, 45, 1; sophomores, 30, 3; freshmen, 50, 15; eclectics, 29, 10; pursuing special courses, 6, 2; or a total of 210 men and 33 women, of whom 164 men and 20 women were candidates for a Bachelor's degree. Seventy-nine new men were admitted at the beginning of the year—a number which had been equalled but twice in the history of the university, namely, in 1893 and in 1894. It was also an interesting fact that the attendance of men in the undergraduate courses for the year exceeded that of any previous year.

In the year 1901–2 the projectors of a law school in Rochester, planned as a private enterprise, asked whether the university would affiliate it to the extent of granting degrees to its graduates. The reply was that the university would not affiliate with any law school of which it did not control the curriculum and the appointments to the faculty. Then some of the lawyers of the city urged the university to start a law school. The matter was carefully considered by a committee appointed by the executive committee. But when it was ascertained that a law school could not be properly maintained, to begin with, at an expense of less than $6,000 a year, while for some time not more

than $1,000 a year could be expected to be derived from fees, it was deemed impracticable to enter that field until some friend of legal education should provide an endowment for it which would warrant incurring the necessary expense.

In his report for the year 1902–3 President Rhees called attention to the fact that, while the number of men in attendance had been nearly constant since the early years of the university, there had been during that time a notable increase in the number of students entering from the city of Rochester, indicating a corresponding decrease of students from other places. In consequence, he regarded the recovery of the non-local constituency as a pressing need and had sought in every legitimate way to bring the university to the attention of those in Western New York who might reasonably be considered to form a part of the constituency of the university.

Again, he said that for many years the annual catalogues of the university had announced its eagerness to furnish studies which would contribute to later professional education in so far as such studies were proper to a college curriculum. One group of such studies had been organized for some time, as the teacher's training department, the completion of the studies in which secured from the state department of public instruction a college graduate professional certificate. Early this year (1902–3) the faculty undertook the organization of another group of designated studies for the benefit of students who purposed to become engineers. The faculty intended further, as practical opportunity offered, to organize other groups of study for the benefit of men preparing for later professional

work. The aim in each case would be to secure either economy of time or freedom for more advanced professional work, and so to commend the college course as a means for the richest preparation for most effective professional life. Incidentally the organization of these special groups of study would recover for the college course the benefits pertaining to the old prescribed curriculum, for such a group of studies left comparatively little freedom for unrestricted election on the part of the student.

The president's report for 1903–4 contained announcements that George Eastman, of Rochester, had given $60,000 to provide for the erection of a laboratory building for biology and physics; and that from other sources gifts and subscriptions to the amount of $54,000 had been received to be applied, with Mr. Eastman's gift, toward a fund of $150,000, which it was desired to raise. The ground for the Eastman Laboratories was broken and the basement walls were built in the fall of 1904, but the building was not completed until 1906. A combination of red sandstone and of a deep colored red brick was used in the construction of the exterior of the building, which is three stories in height above a high basement and cost about $77,000, Mr. Eastman generously adding enough to his first gift to cover the entire cost. Special furniture costing over $10,000 and new apparatus costing about $15,000 were provided by the contributions of other citizens of Rochester. The basement and the first story of the building were assigned to the physical laboratories, and the second and third stories for the biological laboratories. Since then, the lecture rooms of the two departments have frequently been

used for meetings by various scientific bodies of the city, or others holding sessions in Rochester.

In 1904 the board of trustees of the university amended its by-laws so as to give the alumni the privilege of nominating, through a ballot taken by mail, five trustees of the university to serve for terms of five years each—one of the trustees to be chosen each year. The board did this because the associated alumni had for years been asking to be allowed to choose from their number some of the trustees; but, after the privilege was granted, it was found impossible at times to get one-third of the alumni to vote, as was provided in the by-laws in order to entitle the alumni to name a trustee for election by the board.

A central heating-plant was installed in the summer of 1904, at a cost of about $29,000, to heat all the buildings then on the campus and immediately in prospect. It was furthermore located and equipped with a view to its usefulness as a power-house adjunct of a department of mechanical engineering, when such a department should be established. It constituted the fourth and by far the most satisfactory step in heating at the university. In Anderson Hall were represented the first three steps: by wood stoves, by coal stoves, and by local steam-heating plant. While stoves were depended upon, the students made many complaints that in winter generally the chapel and sometimes the recitation rooms were not sufficiently heated.

During the summer and early autumn of 1904, Hiram W. Sibley, a son of the donor of Sibley Hall, expended nearly $15,000 in having a gallery constructed in the main library room and in having other improvements made in the building. He also gave to

the university a carefully selected musical library which cost him over $3,000 and to which he has since made many valuable additions.

In 1905 Andrew Carnegie made an offer to the university, to give to it $100,000 for the erection and equipment of a building for applied science, on condition that the university should raise another $100,000, to be added to its endowment. President Rhees stated in his report of June 1 of that year that this offer came through the good offices of William R. Willcox, postmaster of New York, who had been for a time a member of the class of 1888. According to an address to the citizens of Rochester, this offer meant an invitation to the university to branch out into a new field and to give, in addition to the course of instruction being offered, full training for students in mechanical and electrical engineering, or the scientific applications of power in modern industry. This was a field of education which many young men of Rochester and elsewhere were asking the university to enter. It was, moreover, a field of education for which the city of Rochester was peculiarly adapted because of its large and varied industries. The Carnegie Building, erected under this offer, was completed in 1911.

After an interval of fifteen years from the death of President Anderson in 1890, when a movement was started for both the alumni of the university and the citizens of Rochester to contribute for a special memorial, which it was soon decided should be a bronze portrait statue of heroic size placed upon a plain granite pedestal, such a statue of Dr. Anderson, representing him in the vigor of his manhood, was erected in

the center of the "circle" in front of Anderson Hall, on December 23, 1905. The statue cost $12,642.

In June, 1906, the board of trustees adopted resolutions which provided that the professorship of mathematics should be designated the "Fayerweather professorship," and that the name of John B. Trevor should be attached to the chair of Latin, to be designated the "Trevor professorship."[1] Daniel B. Fayerweather, of New York, was a wealthy leather merchant who made a will in 1884 which, after prolonged litigation, brought to the university the net sum of $224,343.75. Mr. Trevor was by far the largest of the early contributors to the university, having given to it $147,243.50 between 1866 and the time of his death in 1890; while Mrs. Trevor in 1892 gave an additional $50,000, which she believed that her husband had intended should be given to the university.

Another resolution adopted by the board of trustees, after President Rhees had left the room in order that his report might be discussed without embarrassment, stated that the board expressed its grateful appreciation to him "for his exceedingly wise, useful, and satisfactory work, not only in adding to the number of persons interested in the university, but in the securing of new buildings and endowment."

At the fifty-sixth annual meeting of the board of trustees, on June 19, 1906, "on motion of Dr. Vedder, seconded by Dr. MacArthur, it was '*Resolved*, That

[1] During the period of great growth covered by this chapter, the additions to, and other changes in, the faculty of the College of Arts and Science of the university have been too numerous to be recorded here; but must be left to be preserved in the annual and general catalogues and elsewhere. Besides, there are now other faculties in the university, and all should be treated alike.

no denominational test is imposed in the choice of trustees, officers, or teachers for the University of Rochester, or in the admission of students; nor are distinctly denominational tenets or doctrines taught to the students.'" The university *Bulletin* of July, 1906, explained that this was the resolution uniformly asked for by the trustees of the Carnegie Foundation for the Advancement of Teaching from institutions whose charters did not contain such a provision and which were regarded by those trustees as eligible for the benefits of the Carnegie Retiring Fund. In asking for this resolution the Carnegie trustees did not seek in any wise to disturb the relations of loyalty which an institution bore to its denominational origin but simply desired to have evidence that the institution was not sectarian in the sense that would exclude it from the benefits of the Carnegie foundation. A local newspaper quoted President Rhees as saying to the alumni that the resolution "serves simply to record what has been the policy of the university since it was founded in 1850. The conception of its mission has not been modified. It is today what it has been through all its history—nonsectarian. . . . . We have recorded that which needed no recording. . . . . It does not signify a new departure on the part of the University of Rochester." Still it was looked upon by many as expressive of a more liberal spirit controlling the university. It has also been declared to have been in effect a clear rescission or repudiation of the rule which was sought to be imposed on the board of trustees (in choosing new members) by the Williams resolution of 1850 and the MacArthur one of 1892. Of neither one of those resolutions, however, is there any

record of its ever having been given any application or subsequent recognition, except when Dr. MacArthur cited it to support his resolution, the Williams one.

In 1902 the commencement exercises were held in the Third Presbyterian Church. That permitted the alumni gymnasium, which for several years had been used for such exercises, to be used for the alumni dinner. In his address to the graduates, President Rhees admonished them to enter fully into the life of the age, bearing their full share of its burdens. They should also aid in interpreting the meaning of that life to their fellows. Each must meet his difficulties in his own way. It was for the cultivation of the power to do that that the college course was largely designed.

Among other things mentioned by President Rhees, in his report of June 1, 1902, was that the university laboratories, which had been regarded as adequate for some years to come, had become so crowded in some courses as to necessitate a division of the classes into sections. This was probably largely due to a general increase of interest in scientific studies. Moreover, it was worthy of remark that the expansion in science was a realization of the plan approved by the trustees in 1865 for the collegiate department of the university. The most remarkable thing about that early plan was that it not only provided for a college course based on modern languages and science but contemplated a provision for instruction in the applications of science to industry. In some particulars the university still fell short of that original proposal. But the chief significance of that proposal was that it was offered as a progressive plan for an education the primary object of which was "that the mind shall receive a regular,

even, general culture"; and the recent development of the university in science was controlled by the same primary object.

President Rhees said further: "I will state concisely our conception of the aim and method of liberal culture, and in so doing, I shall state the principles which govern our plans for development at Rochester. We conceive that the aim in liberal culture is twofold: (1) To give a student effective possession of his own intellectual powers, so that he can think surely and accurately upon any problems which life may present to him. (2) To give a student as generous information as is practicable, so that he may be well acquainted with the world of thought and of things in which he is to be a worker and a citizen. The modern scientific studies are as essential for the second of these aims, as they have proved of possible value for the first. The prime requisite in both is that training and information shall not be one-sided, either scientifically or humanistically. The problem of liberal culture lies chiefly in devising means which shall secure for each student that thoroughness of training and that fullness of knowledge in some one field, together with that general acquaintance with the broad world of learning, which will equip him for the intelligent and efficient living of his life. If the training and information are also such as will contribute directly to the student's preparation for a later professional or technical career, so much the better. But a liberal culture will recognize that its concern is with the man and citizen, rather than the particular work he is to do. . . . .

"Each year brings to my mind fresh evidence of the great opportunity which lies before us as a college

in this fair and growing city. The possibilities of large and in some ways unique service to the community form a fascinating subject of thought and hope. Each year brings fresh proof of the fidelity and efficiency of our faculty and fresh proof of their loyalty to the institution and kindly co-operation with its administration. And each year brings me afresh the welcome opportunity to express my appreciation of the confidence, thoughtfulness, helpful counsel, and generous friendship of the members of the board of trustees."

A year later he said: "Coincident with this strong tendency towards science and modern languages and away from the classics, is a growing desire on the part of teachers of science that their students should come to their scientific work with some knowledge of Latin, if not also of Greek. The reason for this desire is the advantage which a knowledge of these languages gives in the ready appropriation and understanding of technical scientific vocabularies."

For students preparing to study medicine, as an alternative to the provisions previously made by which they might include in the collegiate course a year in chemistry, one in physics, and two years in biology, the catalogue for 1907–8 announced that any student who wished to save a year in securing the combined degrees, might enter in any one of the courses for the Bachelor's degree and arrange with his class officer to complete in three years the prescribed studies in his course, and might then proceed to an approved medical school with the understanding that the university would accept for one year of collegiate work an equivalent amount in medical subjects which the faculty of the university judged to be suitable for such credit.

On completion of that work he would return to Rochester to receive his Bachelor's degree.

Warm friends of President Rhees and of the university having suggested to him that it might be advantageous to the work with which he was charged if he were to spend a year in Europe, the suggestion was laid before the executive committee, which concurred in it and granted to Dr. Rhees a leave of absence from July 1, 1908, until the latter part of the summer of 1909. While he was abroad he made a somewhat general study of educational institutions and practice not only in England, France, and Italy, but especially in Germany, where he gave particular attention to the work being done in the technical schools, some of which, he said, confirmed in his mind "the conviction that our proposed departure in this direction at Rochester should simply bring to more perfect realization the ideals of our past, by providing an education which shall develop fullest manhood by means of studies of highest practical value."

To take his place at the university during his absence, Professor Burton was appointed acting president for the year 1908–9; and for the second time he filled the office very satisfactorily. At the last chapel exercise of the year he was presented with a "handsome silver cup" bearing the inscription: "To Professor Henry Fairchild Burton from the men of the college as a token of their appreciation of his efficient and sympathetic leadership as acting president."

The return of President Rhees was celebrated in September with a dinner which alumni and undergraduate men at the university united in giving him. Two hundred and forty-one men sat down to the ta-

bles and "ate, sang, cheered, and listened to speeches." The principal speakers were President Rhees and Professor Burton.

In 1909 the university received from the estate of Lewis H. Morgan, of Rochester, a sufficient net sum, with something over $4,500 from the estate of his wife, Mary S. Morgan, to make a permanent Morgan Women's Educational Fund of $80,000, the income from which, it was provided, should be used for the higher education of young women. The first appointment authorized by the trustees in view of the receipt of the Morgan bequests (under wills made in 1881) it was said would be that of a woman to be dean and a member of the faculty, to have charge of the interests of the women students.

Under the heading of "A New Departure," a *Bulletin* containing autumn announcements for 1909 said that, owing to the steady increase in the attendance for several years, it had become impossible to seat all the students in the chapel at the same time. Accordingly provision had been made for two chapel services, one for the men at 10:15 A.M. and one for the women at 12:30 P.M., a plan which had some obvious advantages for both the men and the women. Furthermore, in dividing some of the classes into sections it had proved advantageous to assign one section to the women by themselves. Another announcement was that arrangements had been made whereby the women students would have opportunity for physical training in the girls' gymnasium of the East High School. Previously the women students had joined private classes at the Young Women's Christian Association.

The enrolment at the university for the year

1908–9 was 231 men and 121 women. The year before it was 244 men, 129 women; and for 1909–10 it was 271 men, 134 women. In 1908–9 the candidates for Bachelor's degrees were as follows: classical, 76; philosophical, 108; scientific, 123. In 1909–10 they were: classical, 83; philosophical, 112; scientific, 177.

In 1909–10 what was called the "philosophical course" was discontinued. One reason for that was that the classical course and the philosophical had gradually grown to be identical in everything excepting that the classical course prescribed three terms of Greek in the place of which the philosophical course prescribed an equivalent amount of advanced study in modern languages. This difference between the two courses was deemed too slight to justify keeping them distinct by assigning to them two different degrees. Another reason given was that the degree of Bachelor of Philosophy had no fixed significance in academic usage. For these reasons the faculty concluded to unite the two courses into one new one to be known as the "arts course," leading to the degree of Bachelor of Arts. In this course every student must take not less than three terms of work in Latin or Greek or in both Latin and Greek. To conform with the designation of this new course, the scientific course was renamed the "science course," leading, as it had before, to the degree of Bachelor of Science.

To the four groups previously established in the science course, in each of which one of the sciences—chemistry, physics, biology, or geology—was the major study, a fifth group was added, with mechanical engineering as major. The group system was also extended to the arts course by the establishment of these

groups: general scheme, leaving large freedom for individual taste in the election of studies; with the classics as major; having modern literature as major; mathematics and physical science as major; natural science as major; history and economics as major; philosophy as major. It was hoped that these groups might be a helpful guide to students in selecting a course of study well adapted to furnish "a broad, even, general culture," and might restrain them from an unthinking reaction from the pursuit of those classical studies which give the student the heritage of the best thought and accomplishment of the ancient world. The enrolment the following year (1910–11) was 277 men and 161 women; of the total number, 220 being candidates for the degree of Bachelor of Arts and 191 for that of Bachelor of Science, in addition to which there were 8 graduate students and 19 special students.

Two innovations, it was said, added novelty to the interest of the commencement exercises in 1910. One was the use of cap and gown by members of the faculty at the baccalaureate sermon preached by President Rhees and at the graduation exercises. There was a twofold reason for that—the growing custom in American colleges to use academic costume for formal academic functions and the feeling that conformity to that custom would add dignity and orderliness to the public exercises of commencement. The other innovation was the institution of an alumnae dinner, which was served in the chapel in Anderson Hall at the same time that the alumni dinner was served in the alumni gymnasium. The explanation of this was the inadequacy of the gymnasium longer to accommodate all who

wished to attend the commencement dinner, and a belief that the alumnae, who had not been attending the dinner in large numbers, could be given a more enjoyable opportunity for reunion if they had a dinner under the control of their own officers and ordered according to a program of their own making. In this connection it may be noted that in 1908 the women of the senior class had class-day exercises of their own in the morning, which were concluded by planting a class ivy at the Eastman building, while the men had their class-day exercises in the afternoon and left a class tree as a memento. There was also in existence an alumnae association.

At the alumni dinner President Rhees alluded to the misunderstanding of the new arrangement (for separate dinners) by some alumni and alumnae, who interpreted it as a new step in the carrying out of a definite policy of segregation. He said that the policy of the administration was to furnish the women the best education which it was possible for the university to offer. "We are not committed to any theory of segregation, any more than we are committed to any theory of coeducation. Given the necessary resources, we shall teach women apart from men in all subjects in which we believe that women will be better taught apart. We shall teach women together with men in all subjects in which we conclude that men and women can be better taught together. Our conclusion concerning separate classes or joint classes will be reached by the exercise of the most careful consideration and candid thought for the best interests of both the groups of students for which the college is set to minister."

In his report that year to the trustees he said:

"Our experience has confirmed our conviction that, while men and women, studying in the same field of higher learning, show aptitudes for the various studies which indicate that intellectual abilities know no sex divisions, still women have social interests and develop natural group activities distinctly their own, in which men have no more natural share than women have in the athletics, student politics, or musical and dramatic organizations of the men. We have consequently from the first regarded the two groups of students as distinct."

Among the acts of the trustees at their annual meeting in 1912, Professor Emeritus J. H. Gilmore said, in reporting the commencement that year for a *Bulletin*, special interest attached to a vote authorizing the executive committee to accept moneys raised or to be raised by the friends of Miss Susan B. Anthony [and her sister Mary] for a college building to be used by the women students for a gymnasium and students' social building, the building to be called "The Anthony Memorial" [Anthony Memorial Hall], and authorizing the committee to appropriate not to exceed $20,000 from the women's education fund contributed in 1900, to supplement the fund raised by the friends of Miss Anthony for such building, in order that it might be speedily erected. The special interest which attached to this action, he went on to say, was due to the emphasis which it gave to the purpose of the trustees to establish in the university a "College for Women" co-ordinate with and distinct from the "College for Men." "This purpose was announced last spring at the time the enterprise of adding one million dollars to our resources was undertaken. One hundred

thousand dollars of that million is to be set apart for an academic building to provide lecture and recitation rooms for the separate classes for women. The further provision for the Anthony memorial will make a significant beginning for the women's campus which it is hoped may be established adjacent to, but distinct from, the present university campus."

While the effort was being made to raise the $100,000 for additional endowment which was required by Mr. Carnegie's offer of $100,000 for a building for applied science, the General Education Board, located in New York City, agreed to contribute from the income of the John D. Rockefeller Foundation for Higher Education $30,000 for endowment, provided that within a specified time a supplemental sum of not less than $170,000 should be contributed or pledged to the university, of which sum $100,000 might be used for the erection of a building for applied science, provided "that no part of the income from the fund so contributed by this board shall ever be used for specifically theological instruction."

On May 24, 1912, the General Education Board similarly promised to contribute $200,000 for the purpose of endowment of the university, provided that a supplemental sum of not less than $800,000 should be contributed or pledged, of which not to exceed $100,000 might be used for buildings and equipment, while not less than $900,000 of the million dollars thus to be secured should be invested and preserved inviolably for endowment. The conditions of this offer, as well as those of the previous one, were met. George Eastman gave $500,000 toward the $1,000,000 fund.

Following the completion of the Carnegie Building in 1911, the years of 1912 to 1914, inclusive, were years of almost continuous activity in building. First of all, a dormitory for men, which President Rhees had for years wanted, was erected, and was opened for use in January, 1913. It was called "Kendrick Hall," in memory of Asahel C. Kendrick, who was professor of the Greek language and literature from 1850 until the time of his death in 1895, although he ceased to give instruction in 1888.

In April, 1912, Mrs. James Sibley Watson, of Rochester, daughter of Hiram Sibley, donor of Sibley Hall, announced her purpose to give to the university, as a memorial to her son, James G. Averell, a building to be used as an art gallery for the benefit of both the university and the city. The building was dedicated and opened in October, 1913. An extensive addition was completed in October, 1926, as the gift of Mr. and Mrs. James Sibley Watson, Mr. Watson being a son of D. A. Watson, a former donor to the university and partner of Hiram Sibley. The building, constructed mainly of Indiana limestone, is of the early Renaissance style of architecture. The administration of the Memorial Art Gallery, as it is called, is committed to a special board of directors, in order to attach to the gallery for its support representatives of various art interests in the city. Vacancies occurring in that board are to be filled by election by the executive committee of the university, on nomination by the board of directors of the art gallery. In 1914 the president's commencement reception was held in the art gallery, beginning what became a custom.

Under the subheading of "A Co-ordinate College

for Women," President Rhees said, in his report to the trustees in June, 1912: "It has become our growing conviction that it will be best for the interests of men and women alike, if we can provide separate classes for men and women in all prescribed studies. To make possible the realization of this more adequate arrangement, the first essential will be an academic building for women, in which recitations and lectures can be held. The second essential will be the further increase of our productive funds by an amount sufficient to make possible the addition of the teachers which will be required for these separate classes."

The next year he recorded that two buildings were under construction on the fine piece of land at the southwest corner of University Avenue and Prince Street, diagonally opposite the campus, which splendid site for the women's buildings had been deeded to the university by Mrs. Aristine Pixley Munn, mother of Dr. John P. Munn of the board of trustees of the university. One of the two buildings was the Anthony Memorial Hall. The other building was Catharine Strong Hall, a gift from Henry A. Strong, of Rochester, to be a memorial to his mother, Catharine Hopkins Strong. Both of the buildings, which were connected by a cloister, were completed in 1914, being constructed of blue limestone and after an attractive type of Academic-Gothic architecture—and the Catharine Strong Hall of fireproof construction. Mr. Strong's gift was made in the form of a subscription of $100,000 toward the million-dollar fund, being the amount which it had been agreed might be used for buildings and equipment. He was a son of Alvah

Strong who had been prominent among the founders of the university.

In 1913 the heating-plant was enlarged, and the number of boilers increased from three to six. Two years later the Reynolds Laboratory was enlarged by building on a new part which yielded 2,280 square feet of floor space; and the well-lighted basement was refinished so as to provide two laboratories and two good recitation rooms, as well as coat rooms and lavatories; besides which the furnishing of the building was completely modernized, producing a chemical laboratory modern in every particular.

One of the announcements for the autumn of 1914 was that the completion of Catharine Strong Hall and Anthony Memorial Hall had made possible the new arrangements for separate instruction of men and women in all excepting advanced elective subjects. The classes for women would be taught in Catharine Strong Hall, with the exception of classes in laboratory science which were scheduled for separate instruction in the several scientific laboratories. The classes for men would be taught in Anderson Hall and the several laboratories. Anthony Hall provided for the women students a thoroughly modern gymnasium equipment, cafeteria lunchroom facilities, and a suite of four rooms for social purposes. The popularity of these new facilities, and of the policy of co-ordinate instruction, it was added, appeared in an increased registration of women for the freshman class; and it might possibly have had something to do with a larger registration of men also.

According to the president's report for the year 1913–14, the scrutiny of entrance credentials grew

more exacting each year and the standard of accomplishment in college work was advanced. The curriculum had been reorganized, to be effective for students entering in September. Rochester had been one of the more conservative of the colleges that had adopted the elective system. It had clung to a large body of prescribed work for all candidates for a degree, considerably more than two-thirds of all the work necessary to win a degree being prescribed. But experience had shown that the opportunity offered by its electives for thorough and extensive work by the student in some one department had not been embraced by as large a percentage of students as could be desired. The old traditional college curriculum of fifty and more years ago had one strong characteristic. The students gave their attention during four years to consecutive and progressive consideration of a few studies. As a consequence their education trained their minds as only consecutive and progressive study in a few subjects continued through several years can train a mind. The richer modern college course must seek to recover for all students the strength that was the fine trait of the old learning, and that recovery was impossible if as many different subjects as had of late been prescribed were to continue to be prescribed. Therefore, all of the studies of the curriculum had been arranged in three groups: language and literature; history, economics, and philosophy; science, including mathematics. Then the work of the freshman and sophomore years was so arranged that each student would be introduced to each of these three main groups of studies by courses covering not less than one full year, of three hours a week. In the junior and

senior years the student was required to "concentrate" by following advanced and progressive studies in some one department chosen by him from among the studies which he had taken in the sophomore or freshman year. In the freshman and sophomore years, moreover, he must study—irrespective of his choice of a department for concentration in the later years of the course—either German or French for two years; and, if he be an arts student, must also before graduation take not less than one year of the other modern language. It was believed that under this reorganized curriculum the students would have as much liberty as before to follow their own natural aptitudes, but that in doing so they would be given an education more effective as well as more interesting than ever before.

President Rhees, in referring to the enrolment for 1915–16 of 538 (312 men, 226 women), an increase of 231 over the attendance in 1905–6, said that increase was encouraging and interesting, as showing that the university was serving its constituency more widely as the years went by, while indications pointed to a still further growth in numbers. But such an increase was expensive, for it had meant a costly increase in the faculty, 23 members having, during the decade, been added to the teaching force, over one-half of which increase he considered had been rendered necessary because of the larger classes.

The prevailing spirit of the commencement of 1917 was, according to a university *Bulletin*, a quiet, simple seriousness indicative of the willingness of both graduates and undergraduates to give everything in order that the world might be made "safe for democracy." With over half of the men of the senior class

in training camps or serving in some branch of the army or navy or on farms, and with alumni of the older classes giving their sons, and those of more recent classes giving themselves, patriotism was brought home with great force and deep solemnity. The men held no class-day exercises because too many of the senior class were absent; and the alumni substituted for the circle-night celebration a patriotic rally in the alumni gymnasium. For the commencement exercises on Wednesday morning, at the Third Presbyterian Church, the seats for the men to be graduated were marked off with American flags; and a number, equal to that of those who had joined the army or navy, were left vacant, those men being graduated *in absentia*. The number of the University of Rochester men, including some members of the faculty, who served in the Great War was something like 862. Military training was undertaken at the university, beginning in the spring term of 1917.

The athletic field, for which in 1914 the trustees purchased about twenty-two acres of land fronting on Main Street East near Culver Road, was partially developed in 1915; and, with a reinforced concrete grand stand seating about seventeen hundred people, was completed in 1917. It was formally opened or dedicated on November 10, 1917, which for the occasion, and to show the interest of the citizens of Rochester in the university, was made a civic holiday by a proclamation of the mayor of the city. To begin with, there was a big parade from the downtown district to the field. A squad of mounted police headed the formation, which included the Rochester division of the New York Guard; the students and alumni of the univer-

sity; and, in automobiles, the mayor of the city, the president of the university, members of the board of trustees and of the faculty, the president, officers, and members of the chamber of commerce, members of the bar association and of various clubs and other organizations. In his dedicatory address, President Rhees said: "This field is not a playground for some of the students, but is the training ground for all the students. We have obtained this field for the purpose of enabling men to equip themselves for a more effective life. It is not for the few, but for the many. It is dedicated to the cause of fuller physical health for our students both while they are in college and throughout their later lives."

University extension and Saturday classes for teachers—as previously introduced and respectively offered for some years—having long been discontinued, a department or division of university extension was more successfully established, beginning in the winter of 1916. The president's report for 1916–17 stated that courses had been held in the university buildings in the mornings, late afternoons, and evenings. In general they divided themselves naturally into two groups, or into cultural and vocational courses, according to the aims of the students. Courses in English literature, the history of art, government, geology, German, French, and history might be said to comprise the former; and courses in education, advanced composition, sociology, and biology the latter. The arrangement of all the courses was characterized by a rigid adherence to the best college standards both in the organization of the classes and in the nature of the work offered. The project was marked by three ele-

ments of success: the registration of 242 students, an unusually satisfactory record of attendance, and the excellent character of the work done. In 1921 the scope of the department was extended to include a summer session, which became an important feature of the work of the university.

When in 1892 Lewis P. Ross, who was in the wholesale shoe business in Rochester, was elected a trustee (under the policy advocated by President Hill of trying to make the university more of a Rochester institution than it seemed to be), in accepting the office, Mr. Ross not only wrote to the secretary of the board: "I appreciate the work of the university, and I heartily sympathize with the idea of making it a University of Rochester," but he declared his readiness to do anything within his power to help to make it "The University of Rochester." As a trustee, and from 1903 as president of the board, he did all that he could, until his death December 14, 1915, to promote the interests of the university. More than that, he made the university his residuary legatee, whereby it received over $842,000 for a permanent endowment to establish and maintain what he designated a "department of vital economics" to "conduct instruction and experimentation in physiology and hygiene and the nutrition of the human body, to the end that human life may be prolonged with increased health and happiness." That department was organized in 1917–18 as a group of studies leading to the degree of Bachelor of Science, the main studies in the group being in the departments of biology, chemistry, physiology, hygiene, and physical education, designed particularly for students looking forward to the medical profession, the public

health service, food administration and sanitation, or to teaching the sciences included in the group of studies of the department of vital economics. Postgraduate work may also be done in the department, leading to the degree of Master of Science.

The charter of the University of Rochester was amended on December 12, 1918, by the Regents of the University of the State of New York, "by making and enlarging the corporation's educational powers to be both college and university in character and scope, and to comprehend sanctioning, subject in all things to the rules, requirements and restrictions of the said Regents of the University, the establishing and maintaining of undergraduate and graduate college departments, professional, technical, vocational, and other departments; the designation of any departments of the University as schools and with appropriate distinguishing names; the placing of any of such departments under special directing management, auxiliary and subordinate to that of the University trustees; the affiliation with other approved organizations in educational work within the jurisdiction of the University; the conferring of suitable degrees, which or whose symbols are then registered by the Regents, upon duly qualified graduates from courses of instruction given by or under its supervision and directing control; the awarding of attesting certificates for meritorious educational work done under such supervision and control; and the giving or supervising of elementary and secondary instruction, preparatory for or in connection with higher grades of its educational work."

What particularly led to the request for this

amendment was an offer made by George Eastman to present to the university, for a school of music, the property and charter rights of the Institute of Musical Art, which was located near the university. But Mr. Eastman soon began planning greater things for the school, which the university renamed the "Eastman School of Music." In order to carry out his new plans, he arranged for the construction of a substantial building of good size, in a location more desirable for it, in some respects—on Gibbs Street at the corner of Main Street East. That building was in part first occupied by the Eastman School of Music in September, 1921. Not only was the building made as perfect as possible for the purposes for which it was intended, but Mr. Eastman had it in every way equipped to serve those purposes to the best advantage. One of its features is the Eastman Theater, which seats nearly 3,400 persons, and which is used mainly for orchestral concerts, operas, and high-class motion pictures accompanied with music furnished by a large orchestra and designed to cultivate a public taste for music of the better kind. An inscription over the entrance reads: "ERECTED MCMXXII FOR THE ENRICHMENT OF COMMUNITY LIFE." For recitals and chamber music there is a hall of 500 seating capacity, called "Kilbourn Hall"—bearing the maiden name of Mr. Eastman's mother, to whose memory it was appropriately dedicated. There was also built a separate power house or heating-plant; and two extensive annexes to the main building have been added. The Eastman School of Music has a four-year course leading to the degree of Bachelor of Music, as well as certificate, preparatory, and special courses. The enrolment for

1926–27 was 1,967, of which number 281 were candidates for the Bachelor's degree. For the summer session in 1927 there was an enrolment of 472. Mr. Eastman's gifts for buildings, equipment, and endowment for the school have exceeded $12,000,000.

In 1919 a movement to raise a "Victory Endowment Fund" of $1,000,000 for the university was started. That sum was then needed to cancel a deficit of about $60,000 in current expenses which had accumulated during the period of the Great War, to provide for meeting the increased cost of maintenance of the physical plant, also for increasing the salaries of the professors on account of the higher cost of living, and to provide some needed additions to the faculty. An intensive campaign was conducted for six days, from November 13 to 19, by forty teams of solicitors composed of six men each, the workers being composed about equally of alumni and of citizens of Rochester having no relation to the university beyond an interest in its welfare. The result was that in that time the greater part of the desired million dollars, namely, $800,065, was obtained from 2,020 contributors, while less spectacular efforts brought further subscriptions.

The substantial character of the University of Rochester and of the work done by it throughout its history, under a policy of wise conservatism modified by a spirit of liberal progressiveness when warranted by circumstances, attracted the attention of the General Education Board founded by John D. Rockefeller, in connection with its special interest in advancing the standard of medical education. The city of Rochester also appealed to the board as a desirable location

for a medical school of the highest order. Early in 1920 a hint was given to President Rhees that a way might be found to establish such a school, if sufficient local assistance could be obtained. The suggestion was laid before George Eastman, who approved of it and on March 18, "with a view of aiding the university to establish a school of medicine, surgery, and dentistry of the highest order," stated his readiness to join in the enterprise, with which he stipulated that the Rochester Dental Dispensary, which he had founded and endowed, should be affiliated. The result was that Mr. Eastman contributed nominally $4,000,000, but virtually $5,000,000, and the General Education Board $5,000,000, for the founding of the School of Medicine and Dentistry, while Mrs. Gertrude Achilles, of Ossining, New York, and Mrs. Helen Strong Carter, of Honolulu, Hawaiian Islands, together gave $1,000,000 for the erection of a hospital, to be a memorial to their father and mother, Henry A. Strong and Helen G. Strong. A tract of sixty acres of land between Crittenden Boulevard and Elmwood Avenue was purchased as a site for the school. On that site there have been erected a fireproof reinforced concrete, red brick-faced building six stories in height to be used for the school and the Strong Memorial Hospital jointly, a staff house, an accessory laboratory, a power plant, a dormitory for nurses in the hospital and for students in the school of nursing, which has also been established. Adjoining the Strong Memorial Hospital the city has erected a municipal hospital, to be operated, under contract, by the same staff and with the same service as the former. The School of Medicine and Dentistry was opened on September 17, 1925.

The land and buildings of the school were valued at over $4,000,000 in June, 1927; while, owing to an additional gift from Mr. Eastman of $1,500,000 made in 1924 and to an accumulation of interest since 1920, there was an endowment for the school in excess of $10,000,000.

Beginning with the year 1920–21 the university calendar was changed from a three-term division of the academic year to a two-term one, in the belief that it would enable better work to be done, as well as would be more in harmony with the general practice of the colleges throughout the country. That year there was also a change of the commencement, from beginning on Sunday and ending on Wednesday, to beginning on Friday and ending on Monday.

The consideration given in 1920–21 to the question of whether the campus was adequate to meet the probable future requirements of the university led not only to the conclusion that the campus was much too small to do it, and to the decision to locate the School of Medicine and Dentistry on a new and larger site, but it led also to the opinion that the campus would in the course of time prove to be too small for the College of Arts and Science. Growth of the latter was to be expected, and its existing buildings were already overcrowded, the situation being such that, with an enrolment in 1921–22 of 42 graduate students, 450 men and 327 women undergraduates, and 66 music and other students taking work in the college, the faculty deemed it to be necessary to limit the number of new students to be admitted the coming year to 125 men and 100 women, or about 20 per cent below the number admitted in 1921–22. Moreover, it was pointed

out that there were other fields of education which the university might be called upon to enter.

Rochester friends of the university who had no official connection with it—notably George W. Todd and James S. Havens—first started the movement for the selection of a new site for it, suggesting particularly the property of the Oak Hill Country Club on the Genesee River, adjacent to the site which they recommended and which was thereafter selected for the School of Medicine and Dentistry, and not far from the Genesee Valley Park, in the southern part of the city. On May 6, 1921, the board of trustees referred the matter to a committee of five, which reported to a special meeting of the board on November 5 that it had considered a wide range of suggested sites for a new campus, among them being: Oak Hill, Fairport Road near East Avenue, various locations on Lake Ontario, St. Paul Boulevard, and Winton Road South. In studying these sites the following considerations had had weight: adequacy of space available, accessibility of trolley service, proximity of railroad service for delivery of fuel and of supplies for building and maintenance, suitability for the development of the medical school and hospital, attractiveness of the location, and possibility of residence development in the neighborhood.

After full consideration of all aspects of the question, the committee recommended that the College for Women be retained at the present campus: (1) to make possible a larger and fuller growth of service to women's education than was likely if that college were removed with the rest of the college work to a new site, (2) to make possible a close co-operation between

the College for Women and the women students of the Eastman School of Music, (3) to provide convenient facilities for the growing work of extension teaching, (4) to retain for the Memorial Art Gallery a true college environment (with opportunity for its enlargement and for growth in the work of art education), (5) to keep for university uses the buildings given by generous friends of the university in the past. The committee recommended further that the trustees approve the proposal to locate the College for Men and the School of Medicine and Dentistry respectively on the site of the Oak Hill Country Club and the adjacent property between Crittenden Boulevard and Elmwood Avenue, if the citizens interested in this project could procure those properties for the university, and the funds necessary to finance the enterprise could be provided.

To carry out these recommendations it was estimated that at least $10,000,000 would be required, in order to pay for the Oak Hill site, provide necessary new buildings and equipment, and add what was needed to the general endowment. Plans were carefully made to create a general interest in the enterprise of making the university a "Greater University of Rochester" and to raise as much as possible of the $10,000,000 in a ten-days' drive, which was concluded on November 24, 1924. Under the direction of George W. Todd and others, teams of selected alumni and other persons systematically and thoroughly canvassed the city, while non-resident alumni were solicited by correspondence and through their class and local organizations. The alumnae also shared in the undertaking. Subscriptions to the number of 13,651 were received,

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for a total amount of $7,503,659.71. Of that amount $6,378,100.35 was subscribed by over 10,330 citizens of Rochester, inclusive of a subscription of $2,500,000 by George Eastman; $1,062,753.29 was subscribed by 1,602 alumni; and $62,806.07 by alumnae. The General Education Board agreed to give the last $1,000,000 to the fund; and the executive campaign committee undertook to raise $1,500,000 of the fund from sources outside of Rochester, toward which latter sum a year later the General Education Board made a supplementary pledge of $750,000, to be used as endowment of research and advanced instruction in the physical and biological sciences.

Mr. Eastman paid his subscription of $2,500,000 on December 1, 1924. Besides, on that date he gave $3,000,000 additional for the Eastman School of Music, $1,500,000 additional for the School of Medicine and Dentistry, and $1,500,000 for the College for Women, the income of the last gift to be accumulated for five years. Subsequently he purchased for the university, at a cost of $31,000, property on the west bank of the Genesee River opposite Oak Hill, to secure a better view for the university. His gifts to the university may be summarized as: $78,500 in 1903–4 for the Eastman Laboratories; $500,000 in 1912 toward the endowment campaign of that year; $28,000 in 1918 to acquire the property of the Institute of Musical Art—the nucleus of the Eastman School of Music; $9,604,728 contributed in 1919–22 for new buildings, land, and endowment of the Eastman School of Music and included the theater; $100,000 in 1919 to what was then called the "Victory Endowment Fund"; $4,000,000 in 1920, increased to $5,000,000 by profit

on securities sold, toward the establishment of the School of Medicine and Dentistry, besides securing the affiliation of the Rochester Dental Dispensary, a virtual addition of $2,500,000 to the resources of the School of Medicine and Dentistry; and the $8,531,000 in 1924–25, mentioned above, making a grand total of $23,842,228, not including the dental dispensary. Furthermore, the gifts of $8,500,000 which were made on December 1, 1924, will be doubled in value at the end of fifteen years, owing to the form in which they were made. After making his gifts of December 1, 1924, Mr. Eastman was quoted in Rochester as saying: "We are all set now to develop our university on the broadest lines and make it one of the outstanding universities of the country. By that I do not mean one of the largest, but one of the highest rank in all the fields which it has entered."

The gifts and pledges of the General Education Board to the university have amounted to $6,980,000.

In this connection it may be mentioned that James G. Cutler, one of the leading business men of Rochester and a trustee of the university since 1915, who died on April 21, 1927, left a will by which the University of Rochester, as residuary legatee, it is estimated may receive approximately $2,500,000 for unrestricted use. He had repeatedly made generous gifts to the university during his life, notably one of $10,000 for the endowment of the James G. Cutler Lectures, established in 1920 at the university, to be on subjects fundamental, and therefore vital, to the permanence of constitutional government in the United States, believing that to be the most useful contribu-

tion which he could make toward making democracy safe for the world.[2]

As the years have gone by, many have been the welcome and helpful gifts of various kinds, including money in varying amounts and books for the library, which the university has received from its loyal alumni and alumnae and other friends but which cannot be listed here on account of their number.

With their increase in numbers, the alumni are becoming a proportionately greater factor in promoting the development of the university. One important step in this direction was taken in 1922, when the associated alumni arranged for the maintenance of a full-time secretary and the establishment of the *Rochester Alumni Review*,[3] of which five numbers have been issued each year under the editorship of the secretary, Hugh A. Smith, '07, who, in addition, is director of publications for the university.

Likewise, the alumnae and the alumnae associations are each year becoming of increasing importance to the university, in connection with the College for Women. Nor is that college without its publications. In 1909 the women of the junior class began the publication of an annual which they christened *Croceus*. In 1916 some of the women students commenced the publication of the *Cloister*, a literary magazine. That was followed in 1925 by the *Cloister Window*, which

[2] That was the second lectureship founded at the university. The first one was founded in 1915 by Jesse L. Rosenberger, of the class of 1888, the lectures to be on subjects deemed of special importance and likely to be immediately helpful as well as valuable contributions to human knowledge.

[3] Under the heading of "New Historical Studies of the University," the earlier part of this history was published in the *Review*, beginning with the number for October–November, 1925; but some changes have been made in it.

became a weekly, devoted to news. Then, in December 1926, came the *Rochester Alumnae News.*

In 1923 it was decided that the organization of the pre-clinical departments of the School of Medicine and Dentistry and the equipment of their laboratories, together with the assembling of an adequate medical library, furnished the requisites for thorough graduate instruction and research in such departments as those of chemistry, physiology, bacteriology, and the like, and justified receiving non-medical students for such graduate work looking forward to the accepted graduate degree of Doctor of Philosophy. Prior to that, the university had declined to receive candidates for that degree, on the ground that it was not provided with the requisite combination of personnel, equipment, and library facilities to justify it in offering instruction for the degree. When other departments than those mentioned are developed in like manner to provide adequate facilities for graduate instruction and research, the university, President Rhees said, will naturally be ready to receive in departments so equipped candidates for the doctorate in philosophy, "but not until we are justified in our conviction that we can conduct such instruction thoroughly and in a manner fitted to advance the cause of sound learning."

The commencement in June, 1925, was recognized as completing the seventy-fifth year of service by the university, but there was no special celebration of it. Professor John R. Slater delivered, in Kilbourn Hall, before Iota Chapter, Phi Beta Kappa, a brilliant historical address on "Rochester at Seventy-Five," which was afterward published in pamphlet form.

In 1924–26 the Eastman School of Music erected,

on property west of the President's House and across University Avenue from Anthony Memorial Hall, a dormitory group the architecture of which it has been declared "gratifies the critical." The three connected units of the group will accommodate 210 women students.

Possession of the new site for the College for Men was obtained from the Oak Hill Country Club on March 1, 1926. By special arrangement, some of the commencement events for the alumni were held on that site in 1925. They were also held there in 1926 and 1927. A campus of ninety acres is contemplated. The plan adopted for the laying out of the campus and the location of the buildings on it was chosen after some forty-seven different plans had been considered, with the aid of building and landscape architects. Building operations were started on May 21, 1927, when ground was broken for the chemistry building by President Rhees turning the first sod with a new spade handed to him for the purpose by George W. Todd. According to present plans, seven buildings—auditorium, administration, chemistry, geology and biology, liberal arts, physics, and library—are to constitute the main quadrangle, which is to occupy the crest of the hill, the library building being at one end and the dominant feature. They are to be built of red Harvard brick with limestone trimmings and black slate roofs, and in the American colonial type of architecture known as the "Greek Revival," as best suited to the locality and most appropriate for them. All are so designed that they can readily be enlarged in the future, when desired. The engineering building will be somewhat to one side, nearer the power house,

which will furnish it with power. On the other side of the quadrangle—on the slope within the bend of the river—will be the dormitories, the students' union (to provide dining-hall and social facilities), the gymnasium, an athletic field, and tennis courts, with plenty of room left. The dormitories and the students' union are to be in what is called the "Georgian style" of architecture, as more appropriate for them. The power house and heating plant, already erected on the site of the School of Medicine and Dentistry, will supply all the buildings with steam heat. Work is to be pushed as fast as practicable, in the hope that everything may be ready for the removal to Oak Hill of the College for Men, to open there in September, 1930.

President Rhees said, in his report of June 11, 1927, to the trustees: "I believe that we shall have a group of buildings admirably adapted for their uses and of such dignity and beauty as will be a joy to all who see them. . . . . The preparation of the present campus for the women's college is also engaging our active thought. Three things must be done as soon as possible: Sibley Hall must be made effectively adapted for the women's college library; . . . . a women's dormitory must be erected on the campus; and the alumni gymnasium must be adapted for use by the women students."

With reference to the art gallery, he said: "As it stands today the Memorial Art Gallery is one of the best equipped as well as one of the loveliest smaller galleries in the country. The new addition has furnished us with four new exhibition galleries flanking a spacious and lofty central court in Italian renaissance style, new and convenient administration offices, a new

and more spacious provision for our growing art library, a children's museum and classroom for educational work with children, and a beautiful Little Theater seating 330 persons. . . . . The gallery furnishes the facilities for our college work in the history of art. . . . . One of the most notable activities of the gallery is its work for children, for which the children's museum and classrooms were provided. . . . . Another means adopted for serving the university and the public is the offering of public lectures on the history of art."

"Our college faculty," he said, "is primarily a teaching faculty. But it is also a productive body of scholars. . . . . And such productivity as that shown in these books and papers [published during the year] gives to teaching a freshness and power which are invaluable. It is only possible when teachers have time also for study outside of the demands of regular class routine. It is our duty to make such study possible whenever men show aptitude for such productive investigation, a duty which we are eager to meet in the full measure of our ability. It is gratifying to report that many such investigations are in progress.

"In addition to our regular courses in extension teaching, many lectures and addresses have been given by members of our faculty in Rochester and elsewhere. A novel departure this year was a series of short radio lectures on scientific subjects on Monday evenings throughout the winter months by members of our departments of geology, psychology, and archaeology. A series of similar lectures, which will include other departments, is projected for the winter of 1927–28. . . . .

"The extension division during the past year has broadened its activities somewhat in the effort to reach a larger constituency than hitherto. . . . . Enlarged plans for the coming year will include, besides courses which cover the same ground as regular college courses, some courses outside that field, but of special interest to varied groups of our citizens. . . . .

"The summer session is maintained by us in response to what seems to be an urgent demand. Its steady but healthy growth in numbers, and still more its appeal to a constituency extending far beyond the state of New York, justifies the continuance of the service."

The enrolment for the year 1926–27 in the College of Arts and Science was 24 men and 12 women graduate students, 441 men and 415 women undergraduates, and 2 men and 6 women special students, or a total of 900. The enrolment for the summer session of 1927 was 825.

The report for the year 1926–27 of Donald B. Gilchrist, librarian, gave the number of volumes in the library of the College of Arts and Science as $100,000; total circulation, 124,000; home circulation, 43,000; budget, $49,000. All the libraries of the university, taken together, contained 152,000 volumes, had a total circulation of 160,000, a home circulation of 70,000, and a budget of $93,000. This service, it was stated, was not limited to the college circle. There were registered in the main library over a thousand borrowers who were in no way connected with the university; while the Sibley Musical Library (previously removed to the Eastman School of Music) was quite as much a public institution as it was an adjunct of the

Eastman School of Music. Some use was also being made of the medical library by physicians of the city and the surrounding district.

A statement from the office of Raymond N. Ball, treasurer, showed that the University of Rochester had, in 1927, a total endowment of $28,124,324, of which $12,443,616 was for the College of Arts and Science; $5,430,708 was for the Eastman School of Music; and $10,250,000 was for the School of Medicine and Dentistry. Land, buildings, and equipment were valued at $13,979,882. Other assets, including collections on the greater university fund, buildings in process of construction, endowment insurance reserve, and cash in bank, amounted to $4,695,040. That made the total assets of the university $46,799,246. In addition, the university had $4,116,547 in subscriptions payable up to July 1, 1929.

From the very first down to and including the present time the university has been fortunate in having the trustees which it has had. As a body they have always been broad-minded, wise, forward-looking, self-sacrificing, ever eager to promote the cause of sound higher education and to advance the interests of the University of Rochester as an educational institution in order that it might render the greatest service possible. Moreover, a majority of the members of the present board are, as is now required by the by-laws, alumni of the university, who, from that fact, have an added reason for seeking to advance its welfare. The present trustees, omitting the addresses of residents of Rochester, are: John P. Munn, class of 1870 (elected a trustee in 1886), New York City, chairman of the board; Joseph T. Alling, '76, first vice-chairman;

Walter S. Hubbell, '71, second vice-chairman; Edward G. Miner, secretary; Rush Rhees, president of the university; Raymond N. Ball, '14, treasurer; George C. Hollister, '77; David J. Hill, Washington, D.C.; John B. Calvert, '76, Irvington-on-Hudson, New York; Albert H. Harris, '81, New York City; William B. Hale, '85; Horace F. Taylor, '93, Buffalo, New York; Herbert S. Weet, '99; Elon Huntington Hooker, '91, New York City; Harper Sibley; Kendall B. Castle, '89; Francis R. Welles, '75, Bourré, France; Charles A. Brown, '79, Chicago, Illinois; Louis S. Foulkes; Samuel M. Havens, '99, Harvey, Illinois; M. Herbert Eisenhart; Frank W. Lovejoy; and Rufus A. Sibley, trustee emeritus.

Under the control of such men, with such a president, such faculties, and such means as the University of Rochester now has, and may be expected to have in the future, everything would seem propitious for it not only to maintain its past and present high reputation and standard of efficiency, but to develop commensurately with the opportunities and needs of the coming years. The greater the aid of all kinds which is given to it, so much the greater may be its development and the service which it is enabled to render. Nor should those who have given, or may give, in any manner to aid it ever be forgotten, for all who profit in any way from it, are debtors to them.

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